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ABSTRACT

A uniform understanding of the identification and recruitment component of the Wisconsin Elementary and Secondary Education Act Title I Migrant Education Program is the purpose of this recruiter's guidebook which can be an aid to recruiters, administrators, site coordinators, teachers, and parents in meeting the special educational needs of migratory children. State, local, and shared level responsibilities concerning the identification and recruitment of eligible migratory children are detailed; a statement of identified needs, objectives and activities are outlined; and the identification (the process of determining location and eligibility of migratory children living in the state) and recruitment (the process of getting identified, eligible, school-aged children into a local project) procedures are enumerated. The guide also contains definitions of agricultural and fishing activity, guardian, migratory agricultural worker, and migratory fisher; funding sources; federal policy statements on eligibility and parental signatures; sample forms for identification/recruitment and continuing enrollment reporting; sample cases of eligibility and status; recruiting tips; and recent sociological findings about Wisconsin's interstate migrant workers. (AN)

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THE RECRUITER'S GUIDEBOOK

FOR

IDENTIFICATION AND RECRUITMENT

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THE RECRUITER'S GUIDEBOOK

FOR

IDENTIFICATION AND RECRUITMENT

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THE RECRUITER'S GUIDEBOOK

TABLE OF CONTENTS

PAGE

Forward 1

Levels of Responsibility 2

State Migrant Education Needs, Objectives and Activities 5

Identification and Recruitment Procedures 6

The Meaning of Identification and Recruitment 7

Eligibility 10

- General 10
- Migrant Status 12
- Length of Eligibility 14

Regulatory Definitions 15

Funding 16

U.S.O.E. Statements on Eligibility and Signatures 17

Completing the Migrant Identification/Recruitment Form 20

Sample Instructions 21

Sample Entries, Model 1-S 22

Using the Migrant Continuing Enrollment Report 23

Sample Cases of Eligibility and Migrant Status 25

Some Tips on Recruiting 29

Migrant Family Findings to Aid Recruiters 34

List of Appendices 42

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FORWARD

Providing educational services to children of migratory parents is a primary goal of the Wisconsin Title I Migrant Education Program. The state and local personnel continually seek to establish or improve supplemental programs of instruction and supportive services in order to assure educational continuity, and to meet the special educational needs of migratory children during and after their years of interstate and intrastate mobility. To provide these services to children, the Wisconsin Department of Public Instruction applies annually to the United States Office of Education, Division of Migrant Education, for federal assistance. A portion of this funding is for the identification and recruitment of children so that they receive services approved by the U.S. Commissioner of Education. The identification and recruitment activities--like all component activities of the state program--seeks and encourages parental involvement in the school attendance of migratory children.

Locating migrant children and getting them to attend project schools are acknowledged as two major activities of the Project recruiters. The recruiters begin the federal funding and MSRTS process at the local level when they send either the MIGRANT IDENTIFICATION/RECRUITMENT form (PI-1727), or the MIGRANT CONTINUING ENROLLMENT REPORT, to the Wisconsin Department of Public Instruction. These activities require a thorough understanding of the law, regulations, and state guidelines applicable to the child eligibility in the ESEA Title I Migrant Education Program.

This Recruiter's Guidebook is written to contribute to a uniform understanding of the entire Identification and Recruitment component of the state program. Recruiters, administrators, site coordinators, teachers and parents can all benefit from its content, although the Guidebook is only one facet of the Identification and Recruitment component of the Wisconsin State Plan for Migrant Education. The Guidebook is complemented by inservice training and technical assistance provided by the staff of the state Title I Migrant Unit.

Comments from administrators and teachers attending migrant evaluation conferences have expressed the need for such a publication as the Recruiter's Guidebook. Its active use as a guide by all persons directly involved with recruiting children at local projects, along with inservice training, will contribute to the program's efforts at meeting the special educational needs of migratory children. By working together in this effort, however frustrating it may sometimes appear, we will all be addressing our joint responsibility to properly identify and recruit migratory children in Wisconsin.

LEVELS OF RESPONSIBILITY FOR IDENTIFICATION AND RECRUITMENT

Title I-Migrant education, unlike other Title I programs, is operated by the state educational agency, the Wisconsin Department of Public Instruction. Within the migrant education program there are state level, local level, and shared level responsibilities concerning the identification and recruitment of eligible migratory children. These responsibilities should be understood by all recruiters and home-school liaison personnel.

STATE LEVEL As the applicant and the grantee, the Department of Public Instruction (DPI) is responsible for the development and submission of a State Plan for migrant education to the U.S. Office of Education. The DPI is to establish a state component for identifying and recruiting all eligible migratory children, including the enrollment of these children into the Migrant Student Record Transfer System (MSRTS). Technical assistance and inservice training for local staffs are provided by the state educational agency (SEA). Additionally, the SEA is responsible for supervising the state program to assure that projects are carried out in accordance with the state plan as approved by the U.S. Commissioner of Education. The SEA is also responsible for gaining assurances from a local educational agency (LEA) that it will actively solicit local parent involvement in the recruitment of migratory children (see Activity 1.1.c. of NEED I) and establish school-home liaison in order to improve the school attendance of eligible migrant children (see Activity 1.1.h., NEED I). Other state administration responsibilities include the identification of areas in Wisconsin where migratory children are expected to reside, and their estimated residency periods; the estimated number of "currently migratory," and "formerly migratory" children who may reside in Wisconsin; and the estimated number of these children who are expected to be served, by age and migrant status.

In enrolling children into the MSRTS, the SEA--in accordance with the Family Education Rights and Privacy Act of 1974--is responsible for notifying the parents of the transfer of records of any of their children who intend to enroll in another school.

LOCAL LEVEL As the subgrantee, a local educational agency, or operating agency, has some responsibilities similar to those of the SEA with regard to Identification and Recruitment. These include: estimating the number of eligible migratory children in the area; estimating the number to be served; and describing in its local application how the parents will be involved in the program planning, operation, and evaluation. In the local TI-Migrant application, the LEA is required to provide a statement of its recruitment procedures (Section III, Item H.). In order for the SEA to document that parents have been notified of a transfer of MSRTS records, the SEA requires that the LEA recruiters obtain parental signatures (Use form PI-1727) as evidence of notification.

In addition to state level and local level program responsibilities for Identification and Recruitment, there are general responsibilities which must be shared or equally addressed by the SEA and the LEA. These **SHARED LEVEL** responsibilities include:

1. Before serving a child, the SEA or LEA shall determine that the child is either a currently or formerly migratory child, and
2. The SEA or LEA shall make a written record of the basis on which the child's eligibility and migrant status were determined.
3. Participating educational agencies are required by law and by regulation to fully utilize the Migrant Student Record Transfer System (MSRTS), including the transfer of current academic information--including the Skills Information System--available for the children served.

Whether the SEA or the LEA has a statutory or regulatory responsibility, every individual who is responsible for identification and recruitment in Wisconsin should:

1. Have a thorough understanding of the State Plan's Procedures for Identification and Recruitment.

2. Have a thorough understanding of the definitions of the migrant children as they apply to the ESEA Title I migrant education program.

3. Understand what is meant by agricultural and fishing activities.

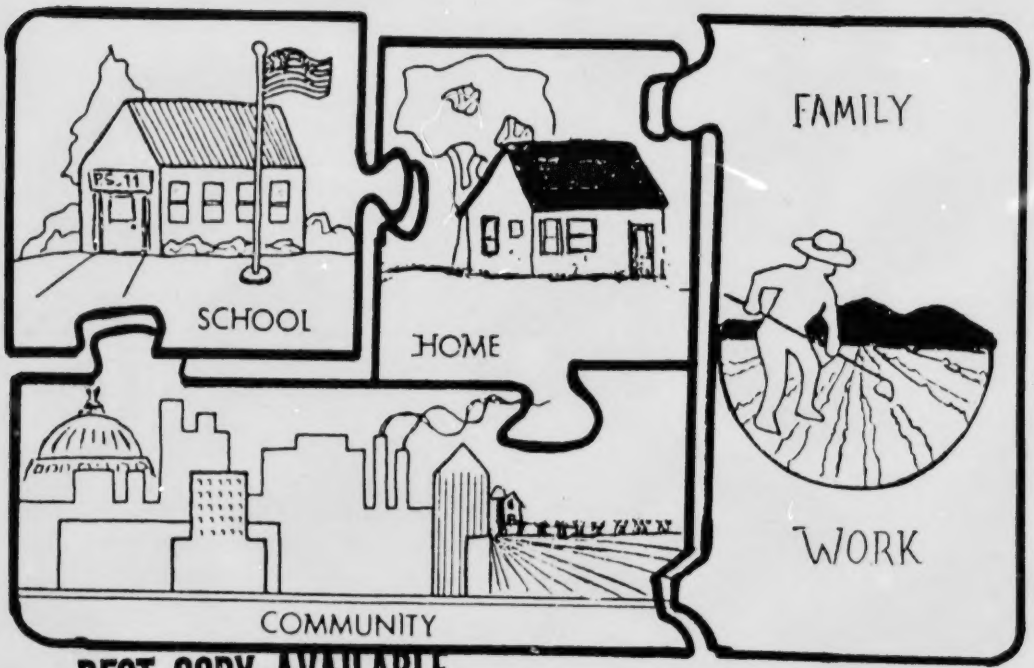
4. Establish working relationships with state and local agencies and organizations serving migrant families.

5. Know the location of migrant camps and housing.

6. Be familiar with DPI's dissemination of U.S.O.E. policy memoranda and directives relating to Identification and Recruitment.

7. Contact the staff at the state migrant education office for technical assistance not covered in this Guidebook.

The recruiter or home-school liaison person may see a fuller picture of the shared responsibilities by referring to the State Title I-Migrant "Statement of Identified Needs, Objectives and Activities" for NEED I, IDENTIFICATION AND RECRUITMENT, on the following page. Following this Statement of Needs, please refer to the Wisconsin Identification and Recruitment Procedures, on the subsequent page.



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STATE OF WISCONSIN TITLE I MIGRANT, ESEA

STATEMENT OF IDENTIFIED NEEDS, OBJECTIVES AND ACTIVITIES

I. IDENTIFICATION AND RECRUITMENT

NEED:

1. Identify, locate, and enroll migratory students in an educational program in the school districts where they may reside.

OBJECTIVES:

1.a. An exerted effort will be made by all those directly involved, i.e., project administrators, school/community liaisons, school principals, social service agencies, etc. in the identification and recruitment process of migratory students during FY 80-81.

1.b. The project administrators will solicit information from United Migrant Opportunity Services, Inc., United States Department of Agriculture (U.S.D.A.), La Clinica (e.g., Fox Lake), Rural Manpower Services, Public Health Nurses (by county), Growers' Association, Department of Health and Social Services (Regional Offices) as well as Community Action Agencies in the state, in assisting the Title I-Migrant Programs to identify migrants in non-participating school districts, employment offices and agri-businesses.

ACTIVITIES:

1.1.a. The State Supervisor/Consultant, State Migrant Education Administrative Assistant, Project Administrators and local/project-site coordinators will ensure that the recruitment activities are conducted effectively.

1.1.b. All identified migratory children will be enrolled in the MSRTS.

1.1.c. Assistance will be solicited from community based organizations, parent advisory councils and teacher aides in the recruitment of migratory children.

1.1.d. In-service training will be provided to all personnel responsible for recruiting migratory students prior to and during the recruiting period.

1.1.e. Information at the local, state and national level will be documented as required, for the purpose of enhancing recruitment of migratory students.

1.1.f. The state migrant education staff will coordinate the enrollment of migratory children in an educational program with other migrant-serving agents.

1.1.g. Data will be screened, documented, and reported to the State Supervisor/ Consultant in order to facilitate the different planning and implementation phases of educational programs.

1.1.h. Effective communications between LEAs and the eligible/constituency/communities, will be developed in order to augment parental involvement, thus ultimately improving the school attendance of migrant children. This will become a part of the LEA application.

WISCONSIN IDENTIFICATION AND RECRUITMENT PROCEDURES

Wisconsin's Title I Migrant Education Program recognizes the need to identify and enroll all eligible currently and formerly migratory students in an educational program in the school district where they may reside. State migrant personnel, project administrators and local-site coordinators will ensure that the identification and recruitment activities are effectively conducted by implementing the following procedures:

1 Inservice training will be provided to all personnel responsible for identifying and recruiting migratory students prior to and during the peak recruiting period. Eligibility criteria and completion of Identification/Recruitment forms will be part of this training.

2 Assistance in the identification--i.e., ascertaining the presence and location of all eligible migratory children, and recruitment of these children--i.e., securing eligibility data and enrollment in the MSRTS--will be solicited from community-based information, the Hope Arkansas Migrant Service Center Travel Reports, Parent Advisory Councils, and local teaching staffs.

3 The State migrant staff will coordinate the timely submission of recruitment forms and the screening of eligibility documents submitted to the SEA.

4 The submitted and documented recruitment data will be periodically summarized and reported to the State Migrant Supervisor in order to facilitate the different planning and implementation phases of educational programs.

5 The MSRTS Quarterly ISEMS print-out will periodically be distributed to school administrators in an effort to identify named migratory children.

6 Technical assistance, as needed, will be provided to all operating agencies directly involved in the State Identification and Recruitment process.

7 Effective communication between LEAs and their eligible communities will be developed in order to augment parental involvement in the enrollment and attendance of migratory children.

8 Local school administrators in migrant population areas will be contacted for assistance prior to and during the third week of September in order to ascertain the presence and enrollment of children who possibly are eligible to be counted and served as Title I Migratory children.

9 Every reasonable effort will be made to enroll all identified migratory children in the MSRTS.

THE MEANING OF IDENTIFICATION AND RECRUITMENT

There are two interrelated processes which the recruiter must understand: "Identification" and "Recruitment." Some may think differently about the meanings of these processes, but for uniformity throughout the state, this Recruiter's Guidebook gives a standard meaning for each as it relates to Title I Migrant education. (The MSRTS "ENROLLMENT" meaning should not be confused here, and it will be explained later.)

Identification is the process of determining the location and the eligibility of migratory children living in the state. Some useful steps to take in this process include:

1. Familiarize yourself with the local roads, camp-work sites.
2. Introduce yourself to the local grower, food processors, and community agencies.
3. Fully utilize Identification aids (e.g., maps, crop calendars, ISEMS) available from DPI and your site coordinator.
4. Study this Guidebook.
5. Understand the Identification/Recruitment form, PI-1727, and all Instructions before you make family visits.
6. If technical assistance is required, contact DPI.

Recruitment is the process of getting identified, eligible, school-aged children into a local project or school for educational services. Recruitment already begins when visiting the families. By knowing about your project's and the state's services, and clearly explaining these to the parents, the families should feel more positive about having their children attend the project. The local recruiter is normally the first person from the state program who will explain the services available, and who will establish an image of Wisconsin's migrant education program. A courteous, accurate, and

service-oriented visit will help to create a positive image of the program. Building up effective relationships among parents, growers, children, and school personnel requires program knowledge, training, and field experience in your community. Getting parents involved will almost always improve student attendance rates at your project school. As you locate and visit with migratory families in your school district attendance area, you might prepare leaflets or informational brochures about your project's services and perhaps a map of all project sites in Wisconsin. In this way, the parents you contacted the first time around might have something to pass on to newly-arriving families.

Recruitment will continue for several weeks, and although most children will have begun attending your project when they arrived, you and your staff will always have to know when new children arrive in your district. During rural summer projects, this may be relatively simple, since your contact relationships at a camp or neighborhood will let you know about most migrant population changes. But when compulsory attendance is required and you are in an urban school area, knowing one's neighbors is not so simple, and you will have to make a systematic survey among schools and neighborhoods in order to properly identify and recruit school-age children. Technical assistance, e.g., MSRTS Reports, is available from DPI.

Even though your particular migrant education project might not propose to serve summer-school teenagers, all identified migrant children age 5-17 who live in the area should be state-enrolled into MSRTS. ENROLLMENT is the State-level (MSRTS) counting/reporting of the number of eligible migratory children residing in Wisconsin. While the majority of state-enrolled children also are served and attend a local migrant project, you can ENROLL

into MSRTS those 5-17 year olds who live here but who do not attend a summer project. This is particularly possible where 12 year olds go work in fields or canneries rather than attend a project. Inservice training will focus on the necessary procedures for this activity if it is applicable to your school population. The necessary forms and instructions for identification and recruitment can be seen in sample versions later in this guidebook.

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ELIGIBILITY

These statements bring together the basic points of migrant child eligibility. These statements stem from the legislative history of the Elementary and Secondary Education Act (ESEA) of 1965 as amended, the migrant program's rules and regulations of the Federal Register, and from The Directives and Memoranda of the U.S. Office of Education, Bureau of Migrant Education, Washington, D.C..

GENERAL ELIGIBILITY

The ESEA Title I Migrant Education Program provides for federal financial assistance to states which identify and enroll children who move with their parents across school district bounderies for the express purpose of securing temporary or seasonal employment in agricultural or fishing activity. Chuldren who qualify for eligibility may be counted for funding purposes, may be served in project districts, and may have Migrant Student Record Transfer Forms (MSRTS) sent to their district schools. Eligible children from age 3 through age 20--i.e., Wisconsin's age range entitled to free public education--may participate in instructional and/or supportive activities at a project site designed to meet the State Plan objectives for migrant education. Day care services may be provided to eligible children below age 3 only when such services are designed to support the pupil attendance of school-age brothers and sisters of these eligible children. Recruitment should focus on serving migrant children from age 5 to 17, since these children typically are in most need of supplementary education. Also, this age range generates the federal funding for migrant education in Wisconsin.

For eligible children who are being served by a Title I migrant project, the operating agency must produce a written record of the basis on which each child's program eligibility was determined. The PI-1727 form from DPI is used for this purpose.

Simply because a parent or guardian works in agriculture (e.g., weeding, sod preparation, fruit harvesting, beet canning), this does not alone qualify a child for eligibility. A child who stays in a school district attendance area while his or her parents work in agriculture--even if the parents migrate--may not be identified, recruited, or enrolled as an eligible migrant child. The legislative history indicates that Congress generally intended the program to serve children who migrate from school district to school district. The U.S. Commissioner of Education, and therefore the Wisconsin Department of Public Instruction, has no authority to provide ESEA Title I migrant services to children who have never migrated or who have never had a parent or guardian who migrated as a migratory agricultural worker or migratory fisher.

Determining the eligibility and migrant status of a child to participate in a Title I migrant project is best approached by considering some further important points:

1. Did the child change residence with parents across a school district line in the past six years?
2. Did the parent(s) and child move so that a family member could work in temporary or seasonal agriculture or fishing?
3. Can you determine on what dates and from what residence the above family moved into Wisconsin, and into the school district for obtaining qualifying employment?
4. Have you completed all entries on the Migrant Identification/ Recruitment form, PI-1727, for complying with the federal requirement (116d.56(a)) to make a written record of the basis on which the child's eligibility was determined?

If "yes" follows each point, then you probably are ready to send a yellow (DPI's) copy of the form to the Department of Public Instruction in Madison. However, when you are completing the recruitment form, you should remember that the regulations of April 3, 1980 concerning the informational basis of child eligibility (116d.56(b)) state that:

(1) In determining eligibility, an SEA or an operating agency may rely on credible information from any source, including that provided by the child or his or her parent or guardian.

(2) An SEA or an operating agency is not required to obtain documentary proof of either the child's eligibility or civil status from the child or his or her parent or guardian.

(20 U.S.C. 2761, 2762)

MIGRANT STATUS

After determining the program eligibility of the child, the migrant status must be determined. A migrant status will be reported as a number, from 1 through 6, and indicates whether the child is a "Currently Migratory Child," a "Formerly Migratory Child," and whether the status is based on Agricultural or Fishing activity. Usually, Wisconsin's children are under the agriculture category, and will have numbers 1, 2, or 3. Numbers 4, 5, and 6 are for the fishing category of migrant statuses. The status number you indicate on the recruitment form must be based on the following regulatory definitions along with the other information you have recorded:

CURRENTLY MIGRATORY CHILD 116d.3(d)(2)

"Currently migratory child" means a child: (i) Whose parent or guardian is a migratory agricultural worker or migratory fisher; and (ii) Who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, has moved from one school administrative area into another--to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

Currently migratory children must be enrolled in MSRTS as either "Interstate" or "Intrastate." For the currently-agricultural category, one of the following migrant status numbers must be reported for the child:*

1 - INTERSTATE: (Agriculture) A child whose parent or guardian is a migratory agricultural worker and who has moved with his or her parent or guardian within the past twelve months across a state boundary to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural activity.

2 - INTRASTATE: (Agriculture) A child whose parent or guardian is a migratory agricultural worker and who has moved with his or her parent or guardian within the past twelve months across a school district boundary within a state to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural activity.

FORMERLY MIGRATORY CHILD 116d.3 (d)(4)(i)

The formerly status for agricultural migrant children has only one definition:

3 - FORMERLY: (Agriculture) Formerly migratory child means a child who: (A) Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child; (B) Lives in an area served by a migrant education project, and (C) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

*Definitions of Fishing Statuses (4,5,6) use the word "Fishing" wherever the word agriculture appears.

LENGTH OF CHILD ELIGIBILITY AND MIGRANT STATUS

There are 6 years of program eligibility beginning with a child's effective date of "currently" migratory status, which lasts for 1 year, and continuing for 5 additional years after the effective date of the child's "formerly" migrant status. For example, if a child qualifies as an interstate migrant child upon arrival in the Racine Unified school district on May 24, 1976, and if the child remains living in that district, he or she will have a migrant status number 1 through May 23rd of 1977. On May 24, 1977, the child's program eligibility continues, but now with a formerly migratory status which continues the child's eligibility for 5 additional years with concurrence of the parents. In this example, the formerly migratory child's program eligibility and migrant status would expire after May 23, 1982. The child in this example could not be recruited into a Title I migrant project after May 23, 1982, unless another qualifying move occurs to reestablish the child as currently migratory, and thus, reactivating another 6 years of program eligibility for the child.

A child who has completed grade 12 or who, because of his or her age, is no longer entitled to free public education in Wisconsin may not be enrolled in a ESEA Title I migrant education project.

TITLE I MIGRANT EDUCATION PROGRAM

SELECTED REGULATORY DEFINITIONS

FEDERAL REGISTER/Thursday, April 3, 1980/Rules and Regulations

(page 22663)

Some regulatory definitions of the migrant education program have already been noted. Below are definitions you should understand fully:

(1) "Agricultural activity" means —

(i) Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;

(ii) Any activity directly related to the cultivation or harvesting of trees; or

(iii) Any activity directly related to fish farms.

(2) "Fishing activity" means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

(3) "Guardian" means —

(i) A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law; or

(ii) A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or

(iii) A person standing in the place of a parent to a child.

(4) "Migratory agricultural worker" means a person who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

(5) "Migratory fisher" means a person who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in a fishing activity.

FUNDING

Funding for the Migrant Education Program comes from the Federal Government through the United States Office of Education, under Title I of the Elementary and Secondary Education Act of 1965 which is specifically designed to help educationally deprived children. It was amended in 1966 to include the children of migratory agricultural workers.

The funds are channeled through the Wisconsin Department of Public Instruction before they are sub-granted to the local educational agencies. In order for a migrant project to receive funding, an application must be submitted to the Department of Public Instruction listing the number of migrant children to be enrolled at the site and how the children will be served. After approval by the SEA the Department of Public Instruction then allocates funds to the LEA's based on the number of children to be served and other factors such as needs and transiency of the population, local costs, amount of transportation required, etc.

The money Wisconsin receives from the U.S. Office of Education is determined by two factors:

1. The number of migrant students ages 5-17 which are identified and which the State Terminal Operator enrolls into the National MSRTS.
2. The number of state residency days (during the calendar year) or Full-time equivalent days among 5 through 17 year-old migratory children.

The more each of these two factors increase, that is, the more children that are identified and enrolled into the MSRTS, and the longer these children reside in the state, the more full-time equivalents (FTE) will be generated for migrant education programs in Wisconsin. The dollar figure of an FTE has changed from $76 in 1967 to about $800 in 1980.

U.S.O.E. POLICY STATEMENTS AND MEMORANDA ON ELIGIBILITY AND PARENTAL SIGNATURES

The following statements of policy are in response to specific questions raised by state and local program directors. They apply to specific situations as stated in the questions and as interpreted by the U.S. Office of Education and the state migrant office. In cases where there may be a question of applicability to a situation in a local educational agency, the local project director should correspond with the State Migrant Education Staff.

(1) Question: Are the children of migratory agricultural workers or migratory fishermen eligible for Title I migrant program services if they themselves are not actually migratory as the parents are?

Response: ...children...who remain at home while the parents migrate... do not qualify for migrant services since they do not meet the "migration" requirements. However, if the children have been migrating annually with their parents and now have ceased to migrate, these children may be classified as "formerly migratory"... (October 3, 1975)

(2) Question: Can the one-time signature of a parent suffice for the program participation of a formerly migratory child for the entire period of settled-out eligibility?

Response: ...the concurrence of the parent does not extend automatically to the child for a five year period. The enrollment form, therefore, should be signed on an annual basis to assure that the children so identified have permission to participate in the program. Further, the same certification by the parent or guardian may also be used as the parents' acknowledgement of their rights...concerning...privacy of parents and students. (May 10, 1977)

(3) Question: What is the policy with respect to required eligibility information and parental signatures for the participation of currently migratory children?

Response: Section 116d.12 of the Title I Migrant Education Program Regulations requires the State educational agency (SEA) or designated operating agency to establish "...documentary evidence sufficient to demonstrate that the child is a currently or formerly migratory child..."

The "documentary evidence" (usually an eligibility/enrollment record) must include adequate information to establish the child's eligibility, but does not necessarily require a parental signature (in the case of a currently migratory child). If, however, the parent or guardian is not present to provide the required information, your agency is still responsible for establishing the migratory status of both the child and the parent or guardian. Therefore, we advise that an authorized school official sign the record to attest to the source and credibility of the information.

The SEA is not prohibited, however, from requiring a parental signature for other purposes such as compliance with State privacy of information guideline or health treatment and services regulations. (August 30, 1978)

(4) Question: Section 116d.12. What shall [an SEA] tell operating agencies regarding securing parent or guardian signatures for the enrollment of migratory students in the Migrant Student Record Transfer System (MSRTS)?

Response: In accordance with the Family Educational Rights and Privacy Act of 1974 (Section 438 of the General Education Provisions Act, Pub. L. 90-247, as most recently amended by Pub. L. 95-561, the Education Amendments of 1978), educational agencies have the authority to establish and maintain educational records of enrolled students, and to release these records to "...other school officials...who have been determined... to have legitimate educational interests... and to ...officials of other schools and school systems in which the student seeks or intends to enroll..." and are not required to secure the written consent of the parent.

However, the rights that are accorded the parents are that they "...be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record..." (emphasis added). Therefore, educational agencies have the authority to transfer, without the written consent of the parent, the records of any of their students who intend to enroll in another school.

However, even though you are not legally required to secure the consent, written or otherwise, of the parent in order to maintain and transfer educational records of students, you may find a need to secure the signature of the parent for any number of other reasons, that vary from State to State.... (June 9, 1979)

(5) Question: Do students entered into the Migrant Student Record Transfer System generate funds under the Title I migrant education program even though they might not be currently in attendance at a project school?

Response: ...pupils enrolled in the Migrant Student Record Transfer System generate program funds, whether or not such children are in attendance at one of your schools. Migrant children aged 5-17 enrolled in the MSRTS...continue to generate funds for (the state) for up to 12 months or until they are enrolled by another State.

...when children who have been enrolled in MSRTS do not attend such programs as may be available to them...appropriate information to this effect is entered into their MSRTS records. Entering such non-attendance or withdrawal information into the MSRTS does not affect the generation of funds, but merely serves to keep each student's cumulative academic record as comprehensive and complete as the System allows. (April 13, 1977)

(6) Question: If a child and his family settle out of the migrant stream, how long can the child be served in a migrant project?

Response: The child may be served for a period of five years after the active (currently) migratory status has expired.

(7) Question: Does the five-year period of eligibility begin on the date of the family's last qualifying move into a school district or does it (the 5-year period of eligibility) begin when the child ceases to be a "currently migrant child?"

Response: The five-years of eligibility for a formerly migratory child begins at the expiration of the currently migratory status.

(8) Question: What is the definition of "fish farms" Section 116d.2(c) and how does the definition relate to "fishing activity" Section 116d.2(b) . Can we assume that "migratory fisher," as defined is the key term and the word "farm" is irrelevant? At what point does eligibility cease in "fishing activity?"

Response: A "fish farm" is a tract of water reserved for the artificial cultivation of an aquatic life form (fish). These fish are artifically "cultivated" and not "caught," as they would be in the sense of "fishing activity." Therefore, we are defining two separate and different types of occupations. Both are qualifying occupations, but one is included under "agricultural activity" and the other under "fishing activity."

Workers directly involved with fish farms are "agricultural" in the same sense as workers on livestock and poultry farms. "Fishing," however, constitutes a completely separate occupational group. That work is in no way related to an "agricultural activity," and as such, is included under the separate, but equally qualifying, category of "fishing activity."

"Fishing activity" occupations qualify through and including the processing stage. (July 9, 1979)

COMPLETING THE MIGRANT IDENTIFICATION/RECRUITMENT FORM PI-1727

Below is a sample of the 1980 revised form for entering information on which recruiters determine a child's eligibility and migrant status. Several revisions exist on this form, for example:

Parents receive one copy

DPI receives only one copy

Effective Date of status is necessary

Up to 7 children's names allowed

(See a copy of the "Instructions" on the following page)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MIGRANT IDENTIFICATION/RECRUITMENT
P.L. 95-561
PI-1727 (Rev. 2-80)

IMPORTANT: Read detailed instructions on reverse. Print strongly with blue or black ball-point pen.

Distribution: White – School; Pink – Applicant Agency; Yellow – DPI; Green – Parent

1. This recruitment is for a *Check one*: ☐ School Term Project ☐ Summer School Proj.
2. *If Summer School Project,* Attendance Start Date *Mo./Day/Yr.*

SHORT ID (DPI) | 3. School Site/Operating Agency | 4. School District | 5. CESA | 6. Surname(s) of Children

7. Parent *Last, First Name*
a. Legal Father | b. Legal Mother
a. Current Father | b. Current Mother

8. Homebase of Parents *City and State*

9. Last Residence *City, State*

10. Current Residence
Street
City State ZIP

11. Arrival Date in Wisconsin *Mo./Day/Yr.*

12. Arrival Date in Sch. District *Mo./Day/Yr.*

13. Current Occupation
___ Cultivation ___ Tree Harvesting ___ Dairy
___ Food Processing ___ Poultry/Livestock ___ Harvesting
___ Fishing ___ Other *Specify*

14. Type of Employer
☐ Grower ☐ Processor
☐ Other *Specify*

15. Current Employer's Name and Address *City, State*

16. Last Agriculture/Fishing Occupation in the past six years
a. Father
b. Mother

17. Residence when employed in item 16 *City, State*
a.
b.

18. Date Work in Item 16 Began *Mo./Day/Yr.*
a. Father
b. Mother

19. Migrant Status *Check appropriate box and indicate effective date*
Type | Interstate ☐1 ☐4 | Intrastate ☐2 ☐5 | Formerly ☐3 ☐6
Effective Date: / / / / / /

Formerly Status Expiration Date (DPI) *Mo./Day/Yr.*

20. Eligible Children

MSRTS (DPI) Student No.	MNE	Last Name *If different surnames*	First Name *Do not use nicknames*	MI	Sex M. F	Birthdate *Mo./Day/Yr.*	Ver.	Place of Birth	Last School or Migrant Project Attended	Grade	Date Left
		1.						City Co. State	Name City State		
		2.						City Co. State	Name City State		
		3.						City Co. State	Name City State		
		4.						City Co. State	Name City State		
		5.						City Co. State	Name City State		
		6.						City Co. State	Name City State		
		7.						City Co. State	Name City State		

Yes No
☐ ☐ 1. I give permission for my child(ren) to participate in the migrant education program of _____ School District and for records to be sent to the next school(s) or to the Migrant Student Record Transfer System.
☐ ☐ 2. I give permission for my child(ren) to be given any necessary medical or dental examination and treatment.
☐ ☐ 3. I give permission for my child(ren) to participate in school supervised field trips.
☐ ☐ 4. I give permission for the school to use my child's name and picture(s) to publicize the school program.

I CERTIFY that the above information is correct to the best of my knowledge. The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand, further, that this record will be transferred to other schools in which my child intends to enroll.

Si No
☐ ☐ 1. Doy mi autorización para que mi(s) hijo(s) participen como alumnos en el programa escolar para niños migratorios del distrito escolar de _____ y para que sus registros sean enviados a la(s) próxima(s) escuela(s) o al MSRTS.
☐ ☐ 2. Doy mi autorización para que se les dé a mi(s) hijo(s) examen(es) y tratamiento médico y/o dental.
☐ ☐ 3. Doy mi autorización para que mis hijos participen en excursiones supervisadas por la escuela.
☐ ☐ 4. Doy mi autorización para que se utilicen los nombres y fotografías de mi(s) hijo(s) en publicaciones de la escuela.

CERTIFICO que la información dada es correcta según mi saber y entender. Se me ha explicado y ya entiendo el Sistema Uniforme de Registro Traslado de Estudiantes Migratorios. Si así lo deseo, se que el registro de mi(s) niño/a(s) estará a mi disposición para revisarlo o para obtenerlo. Además de eso entiendo muy bien que este registro será trasladado o enviado a otras escuelas a las cuales mi(s) niño/a(s) desea(n) asistir.

DPI Date for MSRTS Enrollment | Parent's Signature / Firma del Padre o la Madre | Recruitment Date/Fecha *Mo./Day/Yr.* | Recruiter's Signature

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SAMPLE INSTRUCTIONS

NOTE: The entries for "Last School or Migrant Project Attended" (including name, place, grade and dates) are basically for use by the local school administrators. These entries will not be reported to the national computer data base. LEA or CESA personnel should use this section uniformly at the local level, informing the SEA how this section is being administratively used.

INSTRUCTIONS FOR COMPLETING MIGRANT IDENTIFICATION/RECRUITMENT FORM, PI-1727

Read the following instructions carefully. *DO NOT WRITE. PRINT ONLY, USING A BLACK OR BLUE BALL POINT PEN. Boldly outlined areas are to be left blank for DPI processing.*

1. ***Recruitment:*** Check to indicate whether recruitment is for a SCHOOL TERM PROJECT or a SUMMER SCHOOL PROJECT.
2. ***Attendance Start Date:*** Enter the date on which the summer project is open for attendance.
3. ***School/Agency:*** Enter full name of school site where children are being enrolled. If the family's children are in different school sites, use separate forms for those school sites.
4. ***School District Name:*** Enter full name of district in which the school is located.
5. ***CESA:*** Enter the CESA number if a CESA is the applicant agency.
6. ***Surname(s) of Children:*** Enter the last name(s) of children who will be listed under item 20. If different last-named children are in the family, enter each last name in alphabetical order in parentheses.
7. ***Parents:*** Enter the last and first names of legal parents and of current parents. If legal parents are also the current parents, print "SAME" under the current parents.
8. ***Homebase City and State of Parents:*** Enter the city and state the legal parents consider to be their home when not migratory. This is also the homebase of the children when not migratory.
9. ***Last Residence:*** Enter city and state where family lived just before arriving in their school district attendance area.
10. ***Current Residence:*** Enter street (or RR No., Camp house No.), city, state, and Zip.
11. ***Arrival Date in Wisconsin:*** Enter full date (month/day/year) when the family arrived in the State.
12. ***Arrival Date in School District:*** Enter full date when the family arrived in the school district attendance area.
13. ***Current Occupation:*** Enter an "A" or "B" in front of the appropriate response. If "Other" is selected, enter the specific occupation title in the open area. → "A" for Father "B" for Mother
14. ***Type of Employer:*** Check the appropriate box(es), and specify if "Other."
15. ***Current Employer:*** If employed, enter name, city and state of current employer. If migrant family members are currently seeking agricultural or fishing employment following their move to this district, then enter "Seeking Agricultural Work." If not seeking such work or unemployed, enter NONE.
16. ***Last Agricultural or Fishing Occupation in the Past Six Years:*** This item (and No. 17 and 18) is especially important for eligibility as a formerly migrant child. Enter only past (not current) occupational information which is directly agricultural or fishing migratory work begun in the past six years. This entry should indicate the crop name and type of work involved with that crop. If no such occupation is identified, enter "None."
17. ***Residence When Employed in Item 16:*** If item 16 has occupation(s) given, enter the city and state. If not applicable, enter "N/A."
18. ***Date Work in Item 16 Began:*** If item 16 has occupation(s) given, enter complete date (month, day, year). If not applicable enter, "N/A."
19. ***Migrant Status:*** Check the identified migrant status number: numbers 1, 2, 3 are for agriculture statuses; 4, 5, 6 are for fishing statuses. Beneath the status you have indicated, enter the full date on which this status became effective. Determine the migrant status from your entries and the following definitions:
    - *1 or 4) INTERSTATE* – A child who has moved with parent or guardian across state boundaries within the past year in order that the parent, guardian, or member of his immediate family might secure temporary or seasonal employment in any of the occupations listed in item 13 on the form. (The group of occupations listed in item 13 are not intended to limit your entries, but are examples to choose from.)
    - *2 or 5) INTRASTATE* – A child who has moved with a parent or guardian across school district boundaries within a state during the past year in order that the parent, guardian, or member of his immediate family might secure temporary or seasonal employment in any of the occupations listed in item 13 on the form.
    - *3 or 6) FORMERLY* – A child who once followed a migrant stream with his or her family, but now does not follow the crops and has "settled out" in a given community. The eligibility of children in this category to participate in projects funded under Public Law 89-750, as amended, continues, with concurrence of the parents, for a period of five (5) years after the parent's Formerly status became effective.
20. ***Eligible Children:*** Enter the names and requested information for children eligible to be served in the state migrant education program.
    - ***Last Name:*** If more than one surname is in item 6, enter these different names under "Last Name" for each child. Leave blank if only one surname is in item number 6.
    - ***First Name:*** Enter actual, formal name, not nicknames. Do not enter "Jr." or translated names.
    - ***MI:*** Middle-Name initial, if none, mark with a dash (-).
    - ***Sex:*** Enter M for male; F for female.
    - ***Birthdate:*** Enter full date as numbers.
    - ***Ver:*** Enter one of the following letter codes for showing how you verified the child's date of birth:
        - B = You saw the date on the birth certificate.
        - D = You saw the date on a document other than a birth certificate, such as a baptismal certificate.
        - O = You found the date from a source other than a document, such as parent's verbal statement.
        - N = No verification of child's birthdate was made.
    - ***Place of Birth:*** Enter the city, county and state of birth; if not born in U.S., enter city then country (as "county"), leaving state blank.
    - ***Last School or Migrant Project Attended:*** Enter name, city and state of last school or project attended.
    - ***Grade:*** Enter the grade in which the child was last enrolled.
    - ***Date Left:*** Enter the last day of attendance at previous school.

Permission/Certification

1. On line 1, enter CESA No. or district name on the open line.
2. Explain all statements to the parents. Have them mark their responses and sign. Documentary proof of child eligibility or civil status is not required from the child or his/her parent or guardian.
3. Enter the date of recruitment and complete the recruiter's signature.

Give the fourth (GREEN) completed form to the parents. At the end of each work day, mail the DPI migrant (YELLOW) copy to the Department of Public Instruction, ESEA Title I Migrant Education Program, ~~125 S. Webster St.~~ Madison, WI 53702

125 S. Webster St.

8-8-80
AA

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MIGRANT IDENTIFICATION/RECRUITMENT
P.L. 95-561
PI-1727 (Rev. 2-80)

IMPORTANT: Read detailed instructions on reverse. Print strongly with blue or black ball-point pen.

Distribution: White – School; Pink – Applicant Agency; Yellow – DPI; Green – Parent

BEST COPY AVAILABLE

1. This recruitment is for a *Check one*: ☐ School Term Project ☑ Summer School Proj.
2. *If Summer School Project,* Attendance Start Date *Mo./Day/Yr.*: 06/23/80

SHORT ID (DPI)

3. School Site/Operating Agency: Clay Lamberton Elem.
4. School District: BERLIN Schools
5. CESA: 13
6. Surname(s) of Children: Garcia

7. Parent *Last, First Name*
a. Legal Father: García, Victor
b. Legal Mother: García Manuela
a. Current Father: Vasquez, Jesus
b. Current Mother: García, Manuela

8. Homebase of Parents *City and State*: Mercedes, TX

9. Last Residence *City, State*: Mercedes, TX
10. Current Residence Street: R.R. 1 Box 62 City: BERLIN State: WI ZIP: 54923

11. Arrival Date in Wisconsin *Mo./Day/Yr.*: 5/29/80
12. Arrival Date in Sch. District *Mo./Day/Yr.*: 5/29/80

13. Current Occupation
___ Cultivation ___ Tree Harvesting ___ Dairy
___ Food Processing ___ Poultry/Livestock A,B Harvesting
___ Fishing ___ Other *Specify* ___

14. Type of Employer: ☑ Grower ☐ Processor ☐ Other *Specify*
15. Current Employer's Name and Address *City, State*: Leach Farms Berlin, WI
16. Last Agriculture/Fishing Occupation in the past six years
a. Father: Tomatoes, harvest
b. Mother: Tomatoes, Harvest
17. Residence when employed in item 16 *City, State*
a. OSWEGO, FL
b. OSWEGO, FL

18. Date Work in Item 16 Began *Mo./Day/Yr.*
a. Father: 11/15/79
b. Mother: 11/15/79

19. Migrant Status *Check appropriate box and indicate effective date*
Type: Interstate ☑1 ☐4 Intrastate ☐2 ☐5 Formerly ☐3 ☐6
Effective Date: 05/29/80

Formerly Status Expiration Date (DPI) *Mo./Day/Yr.*:

20. Eligible Children

MSRTS (DPI) Student No.	MNE	Last Name *If different surnames*	First Name *Do not use nicknames*	MI	Sex M, F	Birthdate *Mo./Day/Yr.*	Ver.	Place of Birth	Last School or Migrant Project Attended	Grade	Date Left
		1.	Armando	–	M	9/24/73	B	City Mercedes Co. Hidalgo State TX	Name Valley Elem. City Mercedes State TX	2	5/24/80
		2.						City Co. State	Name City State		
		3.						City Co. State	Name City State		
		4.						City Co. State	Name City State		
		5.						City Co. State	Name City State		
		6.						City Co. State	Name City State		
		7.						City Co. State	Name City State		

SAMPLE MODEL 1-S

SAMPLE ENTRIES

Yes No
☐ ☐ 1. I give permission for my child(ren) to participate in the migrant education program of _____ School District and for records to be sent to the next school(s) or to the Migrant Student Record Transfer System.
☐ ☐ 2. I give permission for my child(ren) to be given any necessary medical or dental examination and treatment.
☐ ☐ 3. I give permission for my child(ren) to participate in school-supervised field trips.
☐ ☐ 4. I give permission for the school to use my child's name and picture(s) to publicize the school program.

I CERTIFY that the above information is correct to the best of my knowledge. The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand, further, that this record will be transferred to other schools in which my child intends to enroll.

Si No
☑ ☐ 1. Doy mi autorización para que mi(s) hijo(s) participen como alumnos en el programa escolar para niños migratorios del distrito escolar de CESA 13-BERLIN y para que sus registros sean enviados a la(s) próxima(s) escuela(s) o al MSRTS.
☑ ☐ 2. Doy mi autorización para que se les de a mi(s) hijo(s) examen(es) y tratamiento médico y/o dental.
☑ ☐ 3. Doy mi autorización para que mis hijos participen en excursiones supervisadas por la escuela.
☑ ☐ 4. Doy mi autorización para que se utilicen los nombres y fotografías de mi(s) hijo(s) en publicaciones de la escuela.

CERTIFICO que la información dada es correcta segun mi saber y entender. Se me ha explicado y ya entiendo el Sistema Uniforme de Registro Traslado de Estudiantes Migratorios. Si asi lo deseo, se que el registro de mi(s) niño/a(s) estará a mi disposición para revisarlo o para obtenerlo. Además de eso entiendo muy bien que este registro será trasladado o enviado a otras escuelas a las cuales mi(s) niño/a(s) desee(n) asistir.

DPI Date for MSRTS Enrollment

Parent's Signature / Firma del Padre o la Madre: Manuela García

Recruitment Date/Fecha *Mo./Day/Yr.*: Today's Date

Recruiter's Signature: Local Recruiter

22

USING THE MIGRANT CONTINUING ENROLLMENT REPORT*

Under certain child-residency conditions, recruiting migrant children at the local and the state level can be simplified by properly using the Migrant Continuing Enrollment Report. This report is available so that the state MSRTS personnel can accurately and rapidly enroll eligible migrant children who continue to live in the district and attend a school or migrant project. An example of the Report is on the following page.

In addition to the residency condition, the local recruiter should properly enter all information required on the report, except the "DPI/T.O. USE" items. Particular attention is necessary when reporting information in column M. Prior to reporting this information, the local recruiter will have to verify that there is a"valid"recruitment form (or "eligibility form" PI-1727) on file with the operating agency and SEA while reported children are attending a Title I migrant project. A valid form has signature dates less than 12 months old, is the basis on which a child's eligiblity and migrant status has been determined, and satisfies the statutory and regulatory requirements. If a valid recruitment form (PI-1727) does not exist, the Continuing Enrollment Report may not be used.

Reports submitted to the state migrant office which require excessive corrections or records review due to improper completion by the local project staff will be returned as unacceptable for MSRTS processing. The purpose of submitting a Report is to allow for continuing enrollments in the school district with a minimum, yet accurate, degree of processing. It also allows the recruiter to submit only basic school and student information. This reduces the identification and recruitment need to revisit an eligible child's family to cases where the signatures are over twelve months old, or new eligibility, status, or residency conditions exist.

Whether the recruiter submits a Migrant Identification/Recruitment form, or a Migrant Continuing Enrollment Report, a set of MSRTS Transfer Forms will be mailed to an arranged site for each eligible migratory child listed. Transfer Forms will be mailed from Little Rock, Arkansas to an address as coordinated between the LEA and the SEA.

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*The Continuing Enrollment Report replaces previous "Letters of Continuing Enrollments." The Guidebook section on procedures for continuing enrollments replaces memorandum procedures of May 16, 1979.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MIGRANT CONTINUING ENROLLMENT REPORT

(Please Refer to the Recruiter's-Guidebook for Instructions)

Please Mail to: Department of Public Instruction
Title I Migrant Education Unit
125 South Webster Street
Madison, Wisconsin 53702

A. School Site Name (complete)	B. School Distr. Name	C. Applicant CESA No.	D. This Enrollment is for a (*check one*) ☐ School Term Proj. ☐ Summer School Proj.	E. This Project opens for student attendance on: _____ Mo. / Dy. / Yr.

The following Title I Migrant children have not moved out of the School District attendance area since last recruited and are continuing in a district enrollment at the above school with concurrence of their parents. The following children (*check one*) ☐ will begin, or ☐ have begun attendance on: _____. *mo./dy./yr.*

(80-8)

F. STUDENT NO.	G. MNE	H. LAST NAME	I. FIRST NAME	J. MI	K. SEX	L. BIRTHDATE Mo.Dy.Yr.	M. LAST ENROLLED PROJECT WHERE CHILD'S VALID RECRUITMENT FORM IS FILED (show Term and Year)	DPI/T.O. USE

Recruiter's Signature _____ Today's Date _____

SAMPLE CASES OF ELIGIBILITY AND STATUS FOR SELF-REVIEW

(Explanations follow last case)

Q. 1. Two families came to Kenosha from San Antonio, Texas last year. The father of one family then began harvesting onions, and later found employment as a construction worker this year. The second father immediately began making shoes in a factory, and one year later he started working at a mushroom farm. Do the children of the first family or second family qualify right now as eligible?

Q. 2. A family worked their own land in Puerto Rico where they grew pineapples and oranges. After selling the farm, the family moved with their six children to Wisconsin and established a grocery store. Are these children eligible?

Q. 3. A family came from Texas to work at the Clyman Camp near Watertown two weeks ago. Unable to secure agricultural employment there, the family moved today to Montello where the parents got a job harvesting lettuce. Are the children eligible for services? What is their migrant status, and why? If they stay in Montello in the future, when will their status change? When will eligibility expire?

Q. 4. Sylvia Robles lives in the Janesville school district. The parents have never been "migratory agricultural workers," but they now are working daily in the next county at a sod farm, and drive home to Janesville daily. Is the child eligible?

Q. 5. Your local school files show that Paul Ramirez's five years as a "formerly migratory child" will expire about the middle of the project for which you are now recruiting. May Paul be recruited now?

Q. 6. The Acosta family moved from Batavia, Illinois to Sturgeon Bay, Wisconsin on July 20, 1979 to harvest cherries. The father ended this work on August 15, 1979 and moved with his three children to Beaver Dam where he got a job in a community agency. Today the recruiter in Beaver Dam is sure that the children are eligible for services because the father has been a "migratory agricultural worker" within the past six years, but what date does the recruiter use to determine the effective or beginning date of the migrant status?

Q. 7. A family of seven came from Texas to Racine on August 15, 1979 to harvest onions. Assuming the family keeps their residence in Racine, on what date will the children become "formerly migratory children," and on what date will that status expire?

Q. 8. Mr. and Mrs. Ortega moved from Florida to Stevens Point, Wisconsin five years ago to harvest potatoes. Six months later their first child was born in Stevens Point, and the family moved to Madison where Mr. Ortega became a University student. Should the Ortega child be signed up by the recruiter for services in Madison's project?

Q. 9. A family just moved from Berlin to the Plainfield (Tri-County Area Schools) school district where the parents are weeding the fields and trimming Christmas trees on a farm. Are these children eligible?

Q. 10. While surveying classrooms in your schools, you find that a family had migrated in the summer of 1975 from Idaho to Oregon to harvest asparagus. This family arrived in your school district on January 15, 1976, and both parents quickly found permanent assembly jobs. What eligibility conditions are necessary in order for children of this family to be considered eligible for being served in your project?

ANSWERS FOR SAMPLE CASES OF MIGRANT ELIGIBILITY AND STATUS

A. 1. Only the children of the first family would qualify as eligible. By making a written record of first employment and district arrival date of each family, we would have to say that the second family's father, since he immediately took non-seasonal factory employment upon arriving in the district, is not a "migratory agricultural worker."

A. 2. NO

A. 3. These children are eligible to be served. The Montello recruiter should report them as INTRASTATE (2), since their most recent qualifying move (as "currently migratory") was from the Watertown school district to the Montello school district. If a Watertown recruiter had recruited these children while in the Clyman Camp, they would have been reported as INTERSTATE (1). The Montello INTRASTATE status will change to FORMERLY MIGRATORY (3) 365 days after they remain in Montello's attendance area. Program eligibility would expire after 5 years as "Formerly Migratory" children.

A. 4. The child is not eligible.

5. Paul may be recruited now for attendance at a specific project, if it starts before his eligibility (3) expires.

A. 6. The last move to find work in agriculture occurred on July 20, 1979. Therefore, this date, not the date Mr. Acosta quit working in cherries, would be the date used by the Beaver Dam recruiter to determine the migrant status of INTERSTATE.

A. 7. With parental concurrence, all eligible children become "formerly migratory children" exactly one year after their move into a school district. The effective "formerly" date would be August 15, 1980; on August 15, 1985 this status would expire.

A. 8. No, the child may not be recruited as an eligible migratory child, since the child never was migratory with parents or guardians.

A. 9. Yes, they are eligible to be served in a Plainfield migrant education project. The qualifying work is the temporary cultivation of trees for initial commerical sale. Section 116d.2 states, in part, that "agricultural activity'" includes "'any activity directly related to the cultivation or harvesting of trees;'..." It is important to remember that the processing of trees, however, is not a qualifying activity (U.S.O.E. 6/5/79).

A. 10. Some conditions to watch for include: The children had to have been born before the summer migration of 1975; they must have migrated with family to Oregon (Oregon would be the "Last Residence" and "Residence when last employed" in agriculture); a "formerly migratory" status must be recorded as effective in summer (Month/Day) of 1976; children are not yet 21 at time of project opening; and a written record of a child's eligibility and notification of record transfer has been made.

The ten sample cases of eligibility and status are presented to assist recruiters with various situations throughout Wisconsin. Of course, a particular migrant child you identify could be entirely different from all these sample cases. Real face-to-face determinations of child eligibility will seldom be this mechanical for the recruiter. If there is doubt, contact your site coordinator, or contact the State staff in Madison.

SOME TIPS ON RECRUITING

In preparing this Guidebook, "some tips on recruiting" were requested of persons in different areas of the state. These tips are listed here so that particular experiences can be shared among recruiters and school-home liaison persons. Each Project Area below is described somewhat so that a fuller picture of the tips may be appreciated. Some tips have been condensed or re-orgainzed by the SEA staff.

A. ROME, a Summer-only project

Mary Moran now begins her third year of summer recruiting in the Rome-Palmyra area. A vegetable farm is the chief agricultural employer of migratory workers here. Two-thirds of the eligible children are currently migratory. About 100 children are identified and recruited at this project for grades prekindergarten through 6. Families begin arriving in April, and generally remain through early October.

TIPS:

1) Always introduce yourself at the door and tell the parents why you have come.

2) Try to go to the homes when it is most convenient to the parents. If you feel you've interrupted something, offer to come back at a better time.

3) When asking to see the children's birth certificates, explain why you would like to see it. This makes the parents feel better, because if you don't explain, some will think you don't believe what they have just told you.

4) Before you leave, its a good idea to ask parents if they have any questions. Parents also seem to appreciate it when you tell them that they should let you know if there is anything you can do for them.

B. MONTELLO, a Summer Project in Marquette County

Recruitment at Montello has been conducted by Milford "Charlie" Schwitz for several summers. Montello-area employment centers around harvesting lettuce and carrots around Montello, Westfield, and Endeavor. About 100 children ages 4-11 attend the project, with about 90 additional teens ages 12 and above who--for a variety of reasons--do not attend on a regular basis. Practically all children are currently migratory from southern Texas and Florida.

TIPS:

1) The very first thing I do is contact each of the growers (before I do any recruiting) and explain what I am going to do, when I plan to do the recruiting (making sure it is not on the working time of his help), and the use that will be made of the information gathered.

2) The next contact I make is with the "straw" boss, if there is one, and make sure he understands the program also. I will ask him to spread the word--especially to new families to the area.

3) I then contact the individual parents. I also recruit at their convenience--which necessitates most of my work being done after 5:00 p.m. during the week and on Sunday afternoons [baseball activities]. I do not speak Spanish, but I have found that this has been no barrier--in fact it may have been an asset because I depend upon and freely ask for assistance from those who speak both languages to interpret for me. They seem to enjoy helping me out.

4) I also assist them with other matters not related to my recruiting job (I have assisted in driver license applications, social security forms, health forms, forms for schools, unemployment forms, and even to giving directions to towns, stores, stations, etc.).

5) To sum up, the continued good rapport with growers, canners, and migrant families is dependent upon the recruiter himself.

C. MARSHALL, a Rural year-round project

Marshall's year-round recruiter, summer coordinator, and full-time Title I migrant teacher during the school term is Kathleen Starks. She has been with Marshall's program since 1977. About 50 children--prekindergarten through grade 8--are served in summer, and about 25 are formerly migratory who attend the school-term project. Ms. Starks is able to maintain regular contact with surrounding schools, growers, and communities due to her summer and regular school activities with the migrant child population.

TIPS:

1) Fluency in Spanish and English;

2) A personal belief in the program;

3) an understanding of the migrant program sufficient enough to be able to answer most questions parents may have concerning the program;

4) a willingness to serve as liaison between parents and school, and a basic respect for the parents' values regarding the education of their children--even when those values differ from one's own values; and

5) a familiarity with recruitment forms.

D. BERLIN, a Summer and early-fall project

Ed Marshall worked as the home liaison person for the Berlin Summer migrant project from 1974 through 1978. Between 80 and 170 children are enrolled at this site, with several remaining through Thanksgiving weekend. Two Berlin, and one Wautoma agricultural companies hire currently migratory workers from Texas. Pre-kindergarten through grade six is the range of instructional services for children at Berlin.

TIPS:

1) Determine who should be enrolled. Should you enroll just students who will attend school, or all students of school age, whether they attend school or not? Often, state funding is based on the total number of school age students who are registered each summer. Ask the site director.

2) Know your territory. Locate your camps on a map. Then determine driving distances from your home to each camp. Plan your trips to be as gas and time efficient as possible.

3) Get acquainted with the Growers and Crew Bosses. They can give you vital information on the best times to visit the camps, and when new people arrive.

4) Map homes in each camp area. As you enroll each student, write the name of the student by the house on your map. This will prove valuable for future reference.

5) You represent authority. Some parents will be cautious about giving information regarding birthplace, school, records, and signing medical releases. Other parents will be reluctant to enroll their children. Don't push. Once these parents see other families accepting you, they will usually change their minds.

6) Sell your program. Tell as many people as possible about the features and the benefits of your program. Be sure and include the local community as you spread enthusiasm for the program. Share your frustrations with your site director, or your spouse, not people who you want to sell your program to.

E. RACINE, an urban year-round project

Ten school sites in Racine serve about 170 migratory children, grades K-6, during the school terms. About 350 children receive migrant education services during the summer months at an elementary project, and at a secondary project. Sixty percent of these children are formerly migratory, with many of the children's parents working in factories. Recruitment is done by the school-home and attendance persons. The following tips for recruiters were submitted by Leslie Roanhouse.

TIPS:

1) A recruiter needs to know the area in which he/she will be recruiting.

2) Knowing your area allows you to help the families with work, housing, clothing, financial aid, food stamps, and other things which might arise.

3) Keep in touch with schools, local educational agencies, the state educational agency, social services agencies, and with growers that might employ migrant workers. This community liaison work keeps you in contact with all those involved with migrant education, and is helpful for providing program continuity and strong working relationships with families, educators, and social service agencies.

4) A recruiter should be a bilingual/bicultural person for gaining a full understanding of a migrant family's background, lifestyle and culture.

5) Patience is a plus when recruiting. Often you will visit a home several time after setting up appointments and then find no one at home. When the family is gone, it is helpful to leave several phone numbers where the parents can reach the recruiter at the family's convenience.

6) Inform the migrant family of local and school events. By translating for parents, they will feel more at home even if they will only be in your area for a few weeks.

7) Relationships between a recruiter and a migrant family develop and grow only if the recruiter lets them. If families confide private information to you it should never go any further.

MIGRANT FAMILY FINDINGS

Recruiter personnel often serve also as school-home liaison, or "outreach" workers. While this Guidebook serves basically to assist you in identifying and recruiting eligible children for the state's ESEA Title I migrant education program, there are recent sociological findings about Wisconsin's interstate migrant workers which can aid new recruiters in their school-home contacts with families of migrant children. The following section is based on Health Needs of Migrant Workers, by Doris P. Slesinger, Ph.D. of the Department of Rural Sociology, UW-Extension (July, 1979). The cited pages are in parentheses following the excerpts or statements. Most of the following items are contained in Chapter III, "Characteristics of Migrant Workers." Dr. Slesinger's data was obtained in 1978.

The University of Wisconsin-Extension has a year-round administrative office in every Wisconsin county in which migrants work. These offices are potential sites for the establishment of local clearinghouses for the many federal, state and community groups that wish to contact and visit the migrant camps. Perhaps this untapped resource might be utilized to share information among service organizations and government offices and programs, so that outreach efforts are not duplicated, and the possibilities of coordination enhanced. It is important to remember that not all migrants are Spanish-speaking. There are subgroups among them, including some workers who speak only French. The special needs of these groups should also be recognized. (p. 7)

ESTIMATED MIGRANT POPULATION IN WISCONSIN

The total migrant population by county is illustrated in Figure 1. Thirty-one of the 72 Wisconsin counties have agricultural needs that require seasonal migrant labor. These counties are located primarily in the eastern half of the state. The major concentration of workers is located in counties with canneries and with growers who harvest cucumbers for pickles.

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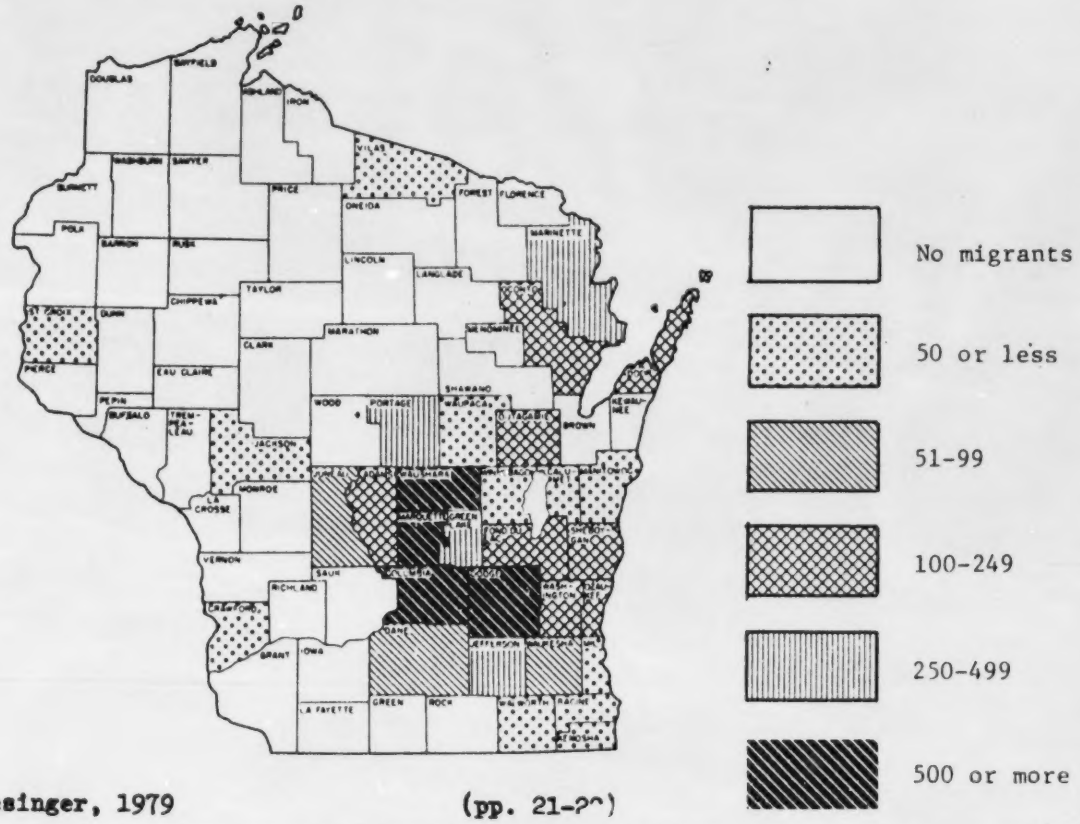
Figure 1. Estimated Migrant Population in Wisconsin by County, 1978



Slesinger, 1979 (pp. 21-2^)

AGE AND SEX

In 1978, 60 percent of the migrant workers were male and 40 percent were female. The male workers were somewhat older, on the average, than female workers. This is reflected in the age distribution (see Table 2), where 14 percent of the males and 23 percent of the females were under 20 years of age; and 22 percent of the males and 14 percent of the females were 50 or older. All workers aged 65 or older were males. About one-fourth of the workers came as singles; that is, they had no family or relatives living in the same housing unit. Three out of four of the single workers were males. The singles were quite a bit older on the average than the family workers. (pp. 22-23)

Table 2. Age by Sex of Migrant Worker

Age	Male	Female	Total
16-19	14.3%	27.8%	19.7%
20-29	27.2	20.0	24.3
30-39	17.7	16.0	17.0
40-49	18.6	22.6	20.2
50-64	18.6	13.6	16.6
65-67	3.6	0	2.2
Total (%)	100.0%	100.0%	100.0%
(N)	245	163	408
(Unweighted N)	165	97	262

Slesinger, 1979 (p. 23)

MARITAL STATUS AND HOUSEHOLD COMPOSITION

Sixty-two percent of the workers were married, 32 percent were never married, five percent separated or divorced, and two percent widowed. Of those who reported being single, over three-fourths were under the age of 25. The households of migrant workers in Wisconsin were composed of husband-wife units, many also with children; units including other relatives such as siblings, parents, children, grandchildren, and cousins, and respondents living with unrelated workers in dormitories, or alone. The number of generations of one family living together in a household ranged from one to three. The majority were two generation households, as would be expected. Eight percent of the workers lived in three-generation households. Fifty-five percent of the households included children under the age of 18. Nearly half of these children were in school during the summer, and one-fourth were working at least part-time. (pp. 22-23)

EDUCATION

Education is linked very strongly to age. The older the migrant worker, the more likely it is that he or she did not receive much formal schooling. Not one worker aged 45 or older had completed the eight grade.

Table 3 shows that 29 percent of all migrant workers had completed fewer than five years of school, the conventional definition of functional illiteracy. This is higher for males (34 percent) than females (22 percent), reflecting, in part, the lower mean age of the female workers, and the fact that many of the older males were born and raised in Mexico, where educational opportunities were lacking. Over 70 percent of all workers had completed eight or fewer years of school. For comparison, 30 percent of the non-migrant farm laborers in Wisconsin had completed eight or fewer years of school (U.S. Bureau of Census, 1973). Restricting the sample of migrant workers to those 25 or older, only eight percent of the males and four percent of the females had completed high school. This, again, compares unfavorably with the Wisconsin non-migrant farm laborers, where 37 percent of the males and 46 percent of the females had completed high school.

Table 3. Educational Attainment by Sex of Worker (Q59)

Years of School Completed	Male	Female	Total
None	9.1%	4.1%	7.1%
1-4	24.4	18.3	21.9
5-8	37.4	49.4	42.2
9-11	17.6	20.3	18.7
12 or more	11.5	7.9	10.1
Total (%)	100.0%	100.0%	100.0%
(N)	238	162	400
(Unweighted N)	161	96	257

Slesinger, 1979 (p. 24)

The educational outlook appears to be brighter for the younger workers, however. Even though some of the workers under age 25 were not old enough to have completed high school, 20 percent of those workers had at least a high school diploma and very few had not completed fourth grade. (pp. 24-25)

LANGUAGE AND LITERACY

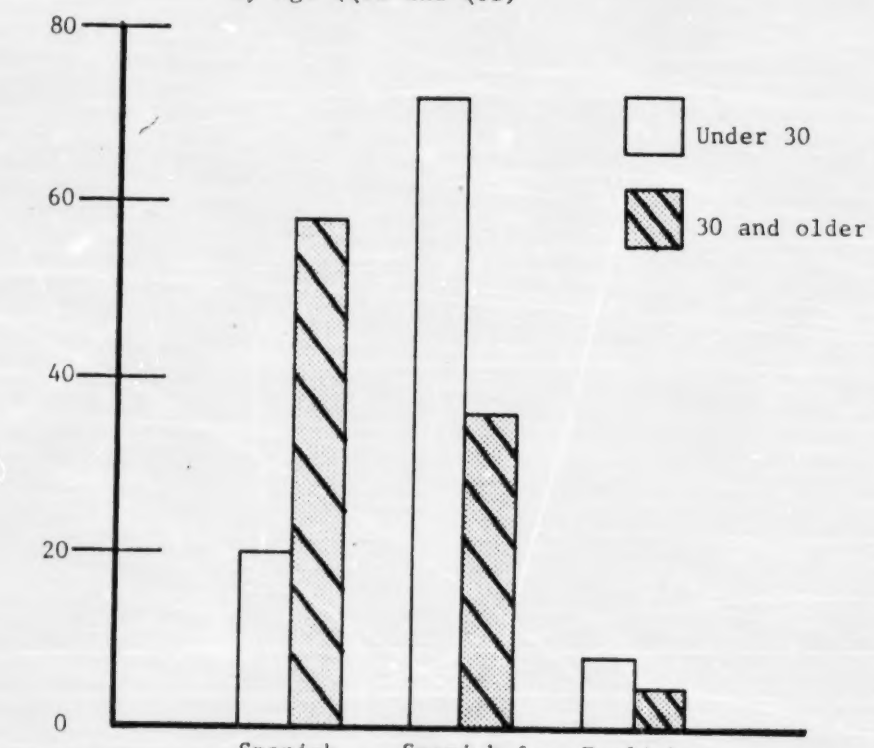
The workers were asked what language they speak most often (primary language) and whether they also speak another language (secondary language) (Q61,62). The primary languages of the workers were Spanish (36 percent) and English (7 percent), with the remainder speaking both Spanish and English, French, Tagalog or Locaho (Filipino dialects), or Creole.

Fifty-six percent of the workers also reported a secondary language. Eighty-two percent spoke English, five percent Spanish, three percent other languages, and 10 percent did not name their second language. Most of those who named English as the secondary language spoke Spanish as the primary language.

Seventeen percent of the workers were unable to write in their primary language; 20 percent were unable to write in their secondary language; and nine percent could not write in either language. In total, 88 percent of the workers spoke Spanish. Of those, 80 percent could write in Spanish. English was spoken by 53 percent of the respondents. Again, 80 percent of this group could also write the language. Thus, about 43 percent of all workers could write some English. As would be expected from the lower educational level of the males, they are somewhat less likely to be able to write in their language than the females.

As shown in Figure 2, the majority of workers under age 30 speak Spanish and English, while the majority who are 30 or older speak only Spanish. Educational attainment also correlates strongly with language use. Of the workers who had completed fewer than five years of school, 76 percent spoke only Spanish, while only 28 percent of those with more education were monolingual in Spanish. (pp. 25-26)

Figure 2. Proportion Able to Speak Spanish Only, Spanish and English, and English Only by Age (Q61 and Q62)



Slesinger, 1979 (p. 26)

HOME STATE

Four out of five workers reported their home state, or place where they usually live when not doing migrant work, to be Texas (Q42). About 10 percent mentioned other states--especially Florida--and five percent lived in Mexico. The remaining five percent of the workers did not name a home state, or said that they had none because they were always doing migrant work. Fifty-four percent of the workers were employed in their home states. Of these, 27 percent did farm work, three percent cannery work, 43 percent worked as unskilled labor, 16 percent as skilled labor, and 11 percent in service, clerical, or other work. Many more men were employed in their home states than women. The proportion employed also increased with age.

EMPLOYMENT

Years employed in migrant work

The workers were asked how long they had worked as migrant farm laborers (Q49). Those who replied, "All my life" were estimated to have worked since the age of 15, but many started working much earlier. The range of years working as a migrant varied from one to 49 years, with the average being 10.3 years. The number of years as a migrant worker, understandably, has a high correlation with the age of the worker. Of those who had worked more than 20 years, 76 percent were over 40 years old. In general, males had worked longer as migrant laborers than females, with 40 percent of the males having worked more than 10 years, as opposed to 27 percent of the females.

Approximately one out of four migrants reported that this was the first year they had worked in Wisconsin. The remaining three-fourths had come in previous years, with some having worked in Wisconsin for as many as 31 years. Table 4 shows the number of years the workers have been returning to Wisconsin with the average being 5.6 years. Over 80 percent of the workers or their families who had previously worked in Wisconsin had returned to the same employers or to the same farms.

Table 4. Number of Years Worked in Wisconsin (Q45)

Number of Years	Percent
One (1978 only)	24.1
Two to four	29.2
Five to nine	22.9
Ten to nineteen	14.7
Twenty or more	8.2
No answer	0.9
Total (%)	100.0%
(N)	408

Slesinger, 1979 (p. 27)

Current employment in Wisconsin

Eighty-eight percent of the migrants were working full-time at the time of the interview, six percent were working part-time, two percent worked only occasionally, and four percent did not specify the amount of time spent working. These proportions were similar for all age groups except for those under 20 and those 65 or over, who were more often part-time workers.

Field and cannery work

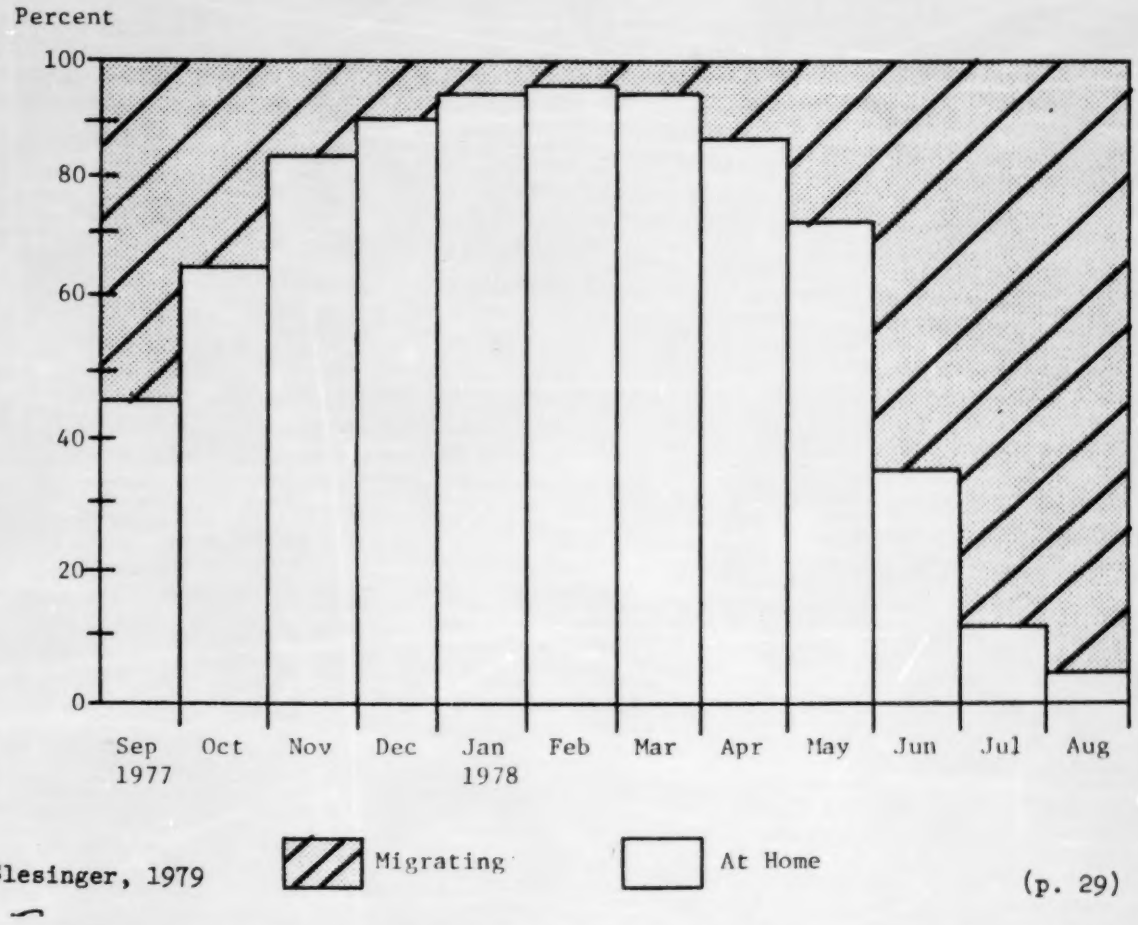
The distinction between field and cannery work is very important in the description of migrant work. Field work involves mostly crop harvesting with some planting, cultivating, and weeding. Depending on the availability of work, which is partially controlled by weather conditions and seasonal crop variation, the migrant worker's income can fluctuate widely. Often, entire families do field work, trying to maximize their incomes. Cannery work is more consistent in its availability, and thus the cannery worker's income is more stable than the field worker's. The cannery worker is often paid a better wage and sometimes has job benefits, such as health insurance. Many adults migrate alone, leaving their spouses and families at home, to do cannery work for several months at a time.

Forty-seven percent of the workers were engaged in field work at the time of the interview; 41 percent were working in canneries and food processing plants; eight percent were doing both field and cannery work; and the remaining four percent were employed as warehouse packers, truck drivers, cooks for other workers, or in other farm-related jobs. These proportions, however, are very different for workers who come to Wisconsin without their families ("single" workers). Sixty-five percent of the single workers were employed in canneries, in contrast to only 32 percent of the workers who came with their families. Fifty-five percent of the family workers were employed in the fields compared to only 27 percent of the singles. The age distribution was similar for field and cannery workers, expect for those under 20, who were more often engaged in field work, and those over 50, who more often did cannery work.

Length of seasonal employment

Figure 3 displays the proportion of migrants who resided in their home state each month, from September 1977 through August 1978. Migrants tended to be at home during the winter months, and travelled during the rest of the year. The average worker spend 7.8 months at home, and 4.2. months migrating. Most of the migrants worked in Wisconsin during July, August, and September, although some arrived as early as March or left as late as December.

Figure 3. Proportion of Migrants Living in Home State by Month



Slesinger, 1979 (p. 29)

The amount of time that workers spent in Wisconsin varied considerably. About 50 percent stayed for three or fewer months; 40 percent for four to six months; and 10 percent for seven to 12 months. The average stay in 1977-1978 was 3.7 months. Most workers came in groups of 10 or less, although some travelled with only their immediate family and relatives. (pp. 27-29)

SUMMARY

An estimated 4,080 workers and 2,490 dependents lived in Wisconsin for the 1978 agricultural season. They were located primarily in the eastern portion of the state, with major concentrations in Waushara, Dodge, Columbia and Marquette Counties.

Six out of ten migrant workers were males.

Three out of four workers came with their families; one out of four came alone.

Over 70 percent of the migrants had completed eight or fewer years of schooling. Only ten percent were high school graduates.

Forty percent of the workers spoke only Spanish; 53 percent could speak English.

Nine out of ten workers said their ethnic heritage was Mexican; the other ethnic groups reported were Black and Anglo-American, Filipino, Haitian, Jamaican, or Spanish.

Eighty percent of the workers claimed Texas as their home state.

Forty-seven percent of the migrants were doing field work and 41 percent were working in canneries at the time of the interview.

The average 1977 family income for migrant workers was $5,971, which is below the 1976 poverty level for farm families.

(D. Slesinger, p. 32, 1979)

The above "Migrant Family Findings" by Dr. Slesinger have been incorporated into this Recruiter's Guidebook in order to aid recruiters who may be new to migrant education. These findings are statewide findings, and as such, should serve only as a guide. Your local site coordinator or CESA staff should be able to provide you with specific "findings" about your local site's population of migrant families. Also, it should be remembered that the terms of "migrant worker" or "migrant" are not synonyms for "migratory agricultural worker," "currently migratory child," or "formerly migratory child" as defined in the federal rules and regulations (see REGULATORY DEFINITIONS in this Guidebook).

LIST OF APPENDICES

APPENDIX	ITEM
A	MIGRANT EDUCATION DIRECTORY
B	ACRONYMS
C	COUNTY AND AGE OF MIGRANT CHILDREN
D	DILHR 1980 MIGRANT-COUNTY ESTIMATES
E	DILHR CAMP IDENTIFICATION AID
F	AGRICULTURAL CROP CALENDAR
G	CROP DISTRICTS AND LEA-MIGRANT DISTRICTS
H	INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISSEMS)
I	HOW TRANSFER FORMS ARE GENERATED

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APPENDIX A

MIGRANT EDUCATION DIRECTORY

Names of Wisconsin Title I, ESEA Migrant Education Personnel

Department of Public Instruction, Madison

Names	Telephone #
Frank N. Brown, Administrator, Title I, ESEA Section	608-266-2699
Marcia Jacobson, Secretary	608-266-2699
Daniel Costilla, Supervisor, Title I-Migrant Education	608-266-9616
Kathy O'Connor, Secretary	608-266-0925
David J. De Soto, Administrative Assistant, Title I Migrant	608-267-7338
Jeanne Meyer, MSRTS Terminal Operator, Records Maintenance	608-266-0925

Cooperative Educational Service Agency (CESA) #3, Gillett

Frank Kazmierczak, Title I/Migrant Director	414-855-2114

CESA #13, Waupun

Lynn Davis, Fiscal Manager	414-324-4461
Marge Phillips, Migrant Secretary	414-324-4461

CESA #18, Burlington

Dale Jensen, Administrator, CESA #18	414-763-2457
Leslie Roanhouse, Title I Migrant Director	608-266-3424

Madison Schools Area

Dorothy McLimans, Program Coordinator	608-266-6012

Stevens Point Area

John Holdridge, Director, Federal Projects	715-346-2312

Kenosha Unified District

Rebecca Paz-Stevens, Migrant Coordinator	414-656-6379
Tom Zuhlke, Director of Federal Projects	414-656-6379

ACRONYMS

The use of acronyms can cause some confusion unless all those involved in communication understand them. Following is a list of common acronyms used in migrant education. It is not all-inclusive, but it should be helpful.

CETA -- Comprehensive Employment and Training Act

DILHR -- Department of Industry, Labor and Human Relations

DPI -- Department of Public Instruction

ESEA -- Elementary and Secondary Education Act

HSS -- Department of Health and Social Services

LEA -- Local Education Agency

MSRTS -- Migrant Student Record Transfer System

PAC -- Parent Advisory Council

SEA -- State Education Agency

SPAC -- State Parent Advisory Council

TMC -- Texas Migrant Council

UMOS -- United Migrant Opportunity Service

USDA -- United State Department of Agriculture

USOE -- United States Office of Education

2-4-80

WISCONSIN'S MIGRANT CHILD POPULATION *

BY COUNTY AND AGE, 1979 (1)

COUNTY	AGES					
	Less than 4	4	5-17	18-21	Over age 21	TOTAL
11 COLUMBIA	26	7	114	5	1	153
13 DANE	17	5	33	2	0	57
14 DODGE	24	9	176	12	2	223
15 DOOR	28	3	50	4	0	85
20 FOND DU LAC	1	1	4	0	0	6
24 GREEN LAKE	39	11	191	13	1	255
28 JEFFERSON	51	20	171	6	0	248
30 KENOSHA	69	35	309	1	0	414
38 MARINETTE	0	0	26	0	0	26
39 MARQUETTE	68	12	166	12	0	258
40 MILWAUKEE	13	8	38	0	0	59
42 OCONTO	42	6	88	1	0	137
49 PORTAGE	0	1	28	1	0	30
51 RACINE	62	48	615	6	0	731
59 SHEBOYGAN	16	3	49	0	0	68
64 WALWORTH	3	1	78	5	1	88
66 WASHINGTON	71	19	27	0	0	117
68 WAUPACA	37	11	50	0	0	98
69 WAUSHARA	120	16	395	46	3	580
70 WINNEBAGO	0	0	27	0	0	27
STATEWIDE TOTAL (2)	659	206	2,454	112	8	3,439

1 Source: MSRTS FTE/ENROLLMENT SUMMARY REPORT, CALENDAR YEAR 1979
2 ADJUSTED: Numbers are the total of individually-identified migrant children served at least once in 1979.

* Child population is reported for the county in which migrant children attend a school

APPENDIX D

DILHR 1980 MIGRANT-COUNTY ESTIMATES*

WISC. COUNTY	NO. OF WORKERS	NO. OF DEPENDENTS
Marinette	173	55
Oconto	136	37
Waupaca	2	6
Outagamie	139	115
Door	208	55
Vilas	45	10
Portage	146	45
Waushara	1137	526
Adams	100	50
Juneau	80	40
Marquette	469	236
Jackson	14	0
Columbia	214	35
Dodge	391	84
Dane	100	13
Crawford	20	8
Winnebago	40	0
Fond du Lac	65	0
Calumet	27	0
Sheboygan	110	20
Green Lake	229	2
Manitowoc	1	40
Waukesha	45	29
Racine	36	16
Kenosha	20	8
Walworth	10	2
Jefferson	300	59
Washington	263	50
Ozaukee	153	63
Milwaukee	12	0
TOTALS	4686	1604

TOTAL MIGRANTS: 6,290

*DILHR 1978-79 Data; received at DPI 2/4/80

APPENDIX E

AUG 05 1980

State of Wisconsin \ DEPARTMENT OF INDUSTRY, LABOR AND HUMAN RELATIONS

JOB SERVICE

201 E. Washington Avenue
P.O. Box 7903
Madison, Wisconsin 53707

//NOTE: THIS DILHR MEMO (DILHR-ESD-4258) IS AVAILABLE BI-WEEKLY TO AGENCIES SERVING MIGRANT FAMILIES. CONTACT THE LETTERHEAD ADDRESS TO THE RIGHT.//

MEMORANDUM

DATE: AUGUST 4, 1980

TO: MIGRANT AND RURAL SERVICES STAFF

FROM: M & RS ADMINISTRATIVE OFFICE

SUBJECT: Status of Migrant Labor Camps

DPI IDENTIFICATION AND RECRUITMENT AID FOR MIGRATORY TITLE I CHILDREN (Rev. 8/80)

* Initial Inspection Made
** Certified
\+ Camp Not Being Used This Year
RTB Red Tagged Building(s)

COUNTY AND CAMP CODE	NAME	#	POST-OFFICE ADDRESS OF CAMP	WORKER CAPACITY	DATE CAMP TO OPEN
01	ADAMS COUNTY				
**	H & J Williams Farms, Inc.	050	Hancock	50	July 15
**	Orin Kirsenlohr	048	Coloma	--	July
**	Orin Kirsenlohr	049	Coloma	--	July
**	Trinidad Ysquierdo	623	Hancock	30	June 15
08	CALUMET COUNTY				
**	Larsen Company	226	Brillion	50	June 25
11	COLUMBIA COUNTY				
**	Del Monte Corporation	231	Arlington	105	May 15
**	Fall River Canning Co.	234	Cambria	125	July 30
**	William N. Slinger	030	Cambria	10	April 1
**	Larsen Company	494	Cambria	152	June 18
**	Larsen Company	495	Cambria	85	June 18
**	Campnell Farms	233	Randolph	10	April 25
**	Roger Price	625	Pardeeville	15	June 15
**	Lewiston Corporation (formerly Buller Bros.)	593	Lewiston	12	August 15
**	Ken & Dan Skalitzky	036	Waterloo	10	June 1

AUG 05 1980

CODE	COUNTY AND CAMP	#	ADDRESS OF CAMP	CAP	DATE CAMP TO OPEN
12	CRAWFORD COUNTY				
	**Frank Orchards, Inc.	156	Gays Mills	30	July 30
	*Fleming Orchards	045	Gays Mills	4	September 1
	*Fleming Orchards	606	Gays Mills	8	September 1
	**Sunrise Orchards	031	Gays Mills	10	July 27
13	DANE COUNTY				
	**Long Island Farm, Inc.	516	Marshall	15	April 10
	**Oconomowoc Canning Co.	242	Sun Prairie	85	June 1
	**Oconomowoc Canning Co.	241	DeForest	5	June 1
14	DODGE COUNTY				
	**Aunt Nellie's Foods, Inc.	258	Clyman	100	June 15
	**Aunt Nellie's Foods, Inc.	259	Clyman	202	June 15
	**Joan of Arc Company	463	Mayville	31	June 20
	**Jack's Pride Farms, Inc.	581	Randolph	36	May 7
	**Slinger Farms, Inc.	265	Randolph	13	March 1
	Green Giant Company	607	Beaver Dam	150	July 1
	* *Baker Canning Company, Inc.	529	Theresa	24	June 15
	**Baker Canning Company, Inc.	572	Theresa	117	June 15
	**Baker Canning Company, Inc.	261	Theresa	120	August 1
15	DOOR COUNTY				
	*Willard Kramer	118	Sister Bay	30	July 20
	Wood Orchards	074	Sturgeon Bay	27	September 1
	**Evergreen Nursery Co., Inc.	605	Sturgeon Bay	9	April 1
	**Horseshoe Bay Farms	083	Egg Harbor	10	May 1
	**Horseshoe Bay Farms	094	Egg Harbor	10	May 1
	*Harvey A. Olson	423	Ellison Bay	15	July 28
	**Egg Harbor Orchards	085	Egg Harbor	13	October 7
	**Egg Harbor Orchards	097	Egg Harbor	10	
	*Ray Slaby	213	Fish Creek	7	July 20
	**H E Larson	208	Sister Bay	35	July 21
	*Mildred Brungraber	117	Egg Harbor	17	July 21
20	FOND DU LAC COUNTY				
	**Green Giant Company	248	Ripon	300	May 31
	**American Stores Dairy Co.	246	Fair Water	35	June 15
	**Albert & Kelly	371	Waupun	8	Aug 1

AUG 05 1980

COUNTY AND CAMP CODE	NAME	#	ADDRESS OF CAMP	CAP	DATE CAMP TO OPEN
24	**GREEN LAKE COUNTY**				
**	Del Monte Corp.	051	Markesan	150	July 1
**	Del Monte Corp.	052	Markesan	80	July 1
**	Del Monte Corp.	053	Markesan	40	July 1
**	Del Monte Corp.	054	Markesan	45	July 1
**	Fall River Canning Company	055	Markesan	60	June 1
25	**IOWA COUNTY**				
**	Oconomowoc Canning Co.	244	Cobb	15	June 16
27	**JACKSON COUNTY**				
**	Northern Christmas Tree Growers	599	Merrillan	16	May 1
28	**JEFFERSON COUNTY**				
**	Dean Kincaid, Inc.	280	Palmyra	42	April 17
**	Dean Kincaid, Inc.	281	Palmyra	78	April 17
**	Warren's Turf Nursery, Inc.	437	Sullivan	36	April 15
**	McKay Nursery Company	565	Waterloo	17	April 1
**	McKay Nursery Company	573	Waterloo	36	April 1
**	McKay Nursery Company	574	Waterloo	15	April 1
**	Richard Gumz Farms	285	Palmyra	15	April 1
**	R.S. Kincaid, Inc.	282	Palmyra	4	April 1
**	Larsen Company	283	Fort Atkinson	50	June 1
29	**JUNEAU COUNTY**				
30	**KENOSHA COUNTY**				
**	Kammerzelt Produce	496	Kenosha	3	April 5
**	Arnold Jensen	301	Kenosha	4	April 18

AUG 05 1980

COUNTY AND CAMP CODE	NAME	#	ADDRESS OF CAMP	CAP	DATE CAMP TO OPEN
34	**LANGLADE COUNTY**				
36	**MANITOWOC COUNTY**				
38	**MARINETTE COUNTY**				
	**Mylon Lange	035	Peshtigo	34	June 11
	**Mylon Lange	059	Peshtigo	10	July 25
	**Country Gardens	537	Coleman	48	July 1
	**Raymond Bundy	497	Peshtigo	18	July 21
	*Robert E. Hart	404	Peshtigo	7	July 25
	**David Jandt	409	Peshtigo	13	July
	**Donald Bergeson	024	Peshtigo	14	July 25
	*Robert Jandt	411	Peshtigo	5	July 20
39	**MARQUETTE COUNTY**				
	**Gatzke Farms	069	Montello	50	June 15
	**Gatzke Farms	070	Montello	24	June 15
	**Gatzke Farms	047	Montello	84	May 1
	**Richard Gumz Farms	407	Endeavor	20	April 1
	**Montello Muck Farms, Inc.	079	Montello	12	April 20
	**Ronald Frank	064	Montello	25	June 15
	**Ronald Frank	065	Montello	8	June 15
	**Ronald Frank	066	Montello	20	June 15
	**Ronald Frank	067	Montello	25	June 15
	**Crystal Farm Inc., (Sheller)	078	Montello	5	May
	**John Knoch	072	Westfield	140	June 10
40	**MILWAUKEE COUNTY**				
	**Ray Van Beck	578	Milwaukee	9	March 25

AUG 05 1980

COUNTY AND CAMP CODE NAME	#	ADDRESS OF CAMP	CAP	DATE CAMP TO OPEN
42 OCONTO COUNTY				
** Robert & Dolores Noffke	012	Coleman	60	July 1
+Country Gardens	498	Gillett	9	July 1
+Country Gardens	610	Gillett	70	July 1
**Ray Windey	440	Oconto	10	July 20
* James Borchert	378	Oconto	30	July 16
** Robert & Dolores Noffke	418	Oconto	15	July 25
** R & C Osweiler	611	Coleman	10	July 15
44 OUTAGAMIE COUNTY				
**Arthur B. Moes	006	Black Creek	8	May 10
**Arthur B. Moes	023	Black Creek	8	May 10
**Nelson Gardens	021	Black Creek	--	April
**Nelson Gardens	106	Black Creek	20	April 30
Margarito Polanco	158	Shiocton		May 1
**James Wagner	098	Black Creek	7	May 29
**Gerard Mares	020	Bear Creek	6	July 20
**Roger Paul & Keith Surprise	564	Bear Creek	7	July 20
45 OZAUKEE COUNTY				
**Harold Hahm & Son, Inc.	403	Mequon	7	May 15
**Krier Preserving Company	274	Belgium	100	June 1
**Krier Preserving Company	275	Belgium	50	June 1
**Krier Preserving Company	276	Belgium	20	June 1
49 PORTAGE COUNTY				
**Jerome Rozek	437	Custer	30	July 10
**Dopp Farms	038	Almond	125	June 15
**Amalagamated Pickles	029	Almond	3	July 4
*Fred Frater	369	Wild Rose	13	July 25

AUG 05 1980

COUNTY AND CAMP CODE	NAME	#	ADDRESS OF CAMP	CAP	DATE CAMP TO OPEN
51	**RACINE COUNTY**				
**R.A. Horner/Arsenio Lopez		291	Racine	8	April 20
**Horner Farms, Inc.		290	Union Grove	20	April 1
**Horner Farms, Inc.		345	Union Grove	10	April 1
**Wind Lake Produce Corp.		295	Union Grove	10	May 1
**Burmeister Sod Farm		288	Waterford	15	April 15
+Jasperson Sod Farms		626	Union Grove	4	
**Robert Funk Farms, Inc.		522	Union Grove	8	April 15
55	**ST. CROIX COUNTY**				
No migrant camps in this county					
56	**SAUK COUNTY**				
59	**SHEBOYGAN COUNTY**				
**Larsen Company		256	Waldo	26	June 20
**Larsen Company		471	Cedar Grove	50	June 26
**Krier Preserving Company		254	Random Lake	145	June 1
63	**VILAS COUNTY**				
Cranberry Products, Inc.		580	Eagle River	31	September 29
64	**WALWORTH COUNTY**				
**Vander Veen Farms, Inc. (RTB)		300	Elkhorn	10	April 15
+Rodriguez Brothers, Inc.		296	Delavan	6	May 1
+Rodriguez Brothers, Inc.		297	Delavan	6	May 1
*Elmer Robran		299	East Troy		
66	**WASHINGTON COUNTY**				
**Libby, McNeill & Libby, Inc.		272	Hartford	100	June 1
**Libby, McNeill & Libby, Inc.		273 (RTB)	Jackson	80	June 1
**Krier Preserving Company		334	Farmington	30	June 1

58

CODE	COUNTY AND CAMP NAME	#	ADDRESS OF CAMP	CAP	DATE CAMP TO OPEN
67	WAUKESHA COUNTY				
	**Lied's Nursery Company, Inc.	582	Sussex	10	March 15
	**Mammoth Springs Canning Corp.	287	Sussex	33	July 6
	**Dean Kincaid, Inc.	279	Dousman	10	April 15
68	WAUPACA COUNTY				
69	WAUSHARA COUNTY				
	**Harvey Gaatz	086	Wautoma	50	July 1
	**Gatzke Farms, Inc.	100	Berlin	65	April 15
	**Gatzke Farms, Inc.	628	Berlin	65	June 15
	**Bill Johnson	102	Wautoma	30	July 15
	**Leach Farms, Inc.	113	Berlin	150	March 31
	**Marlin Marks	128	Wautoma	45	July 15
	**Gordon Marks	127	Wautoma	40	June 20
	**Donald Wade	147	Neshkoro	20	July 15
	**Marks Brothers Pickle Co., Inc. (Fred Huber)	111	Wautoma	14	July 18
	**Marks Bros. Pickle Co., Inc.	126	Wautoma	20	July 15
	**Marks Bros. Pickle Co., Inc.	125	Wautoma	65	June 1
	**Richard Yeska	154	Wild Rose	20	July 15
	**Lauritzen Farms	365	Waupaca	37	July
	**Green Giant Company	615	Hancock	56	May 1
	**Glen A. Schlueter	137	Wautoma	14	July 20
	**G.R. Kirk Company	364	Wautoma	20	July 1
	**G.R. Kirk Company	396	Wautoma	150	July 1
	**G.R. Kirk Company	535	Wautoma	75	July 1
	**G.R. Kirk Company	579	Wautoma	15	July 1
	**Wisconsin Pickle Producers, Inc.	040	Wautoma	56	July 1
	**Norman Hudziak	112	Wild Rose	30	July 15
	**Alan Wilcox	150	Wautoma	10	July 1
	**Alan Wilcox	413	Wautoma	10	July 1
	**Korleski Brothers	061	Wild Rose	--	July 15
	**Norman Eger	136	Wautoma	95	May 1
	**Edwin Yeska	153	Wild Rose	50	July 15
	**Yeska/Markowski	152	Wild Rose	15	July 15
	**Garth Towne	141	Wild Rose	25	July 15
	**Dale Wandry	148	Wautoma	25	July 15
	**Jones Farms	016	Wild Rose	9	July 1
	**Jones Farms	477	Wild Rose	7	June 1
	**Arlon Marks	124	Wautoma	35	June 19
	*Russell Marks	115	Wautoma	10	July 7
	**Herbert & Russell Schroeder	431	Wautoma	8	July 1
	**Lauritzen Farms	366	Waupaca	7	July 15
	**Dopp Farms	116	Almond	15	July 15
70	WINNEBAGO COUNTY				

59

//////////////END OF APPENDIX E.//

(DPI 1-80)

WISCONSIN AGRICULTURAL CROP CALENDAR [1]

See Map, next page

	CROPS [2]	JAN.	FEB.	MAR.	APR.	MAY.	JUNE	JULY	AUG.	SEP.	OCT.	NOV.	DEC.	PRINCIPAL CROP DISTRICTS
1	Hay				10	15	10			30				WC,EC,SW,NC
2	Oats				10	15		25	30					NC,WC,EC,SW,SC
3	Lettuce				10		25	10		25				NE, C, SC
4	Strawberries				15	15	15		1					NW, NE,WC,C,EC,SE
5	Beets				15		15	10				10		EC,SC,SE
6	Green Peas				15	10	15		10					C,EC,SC
7	Onions				15	20				1	5			C,EC,SC,SE
8	Barley				20	5		20	10					WC,EC
9	Mint				20		1	10		15				C,SC
10	Potatoes				20		10	20			30			NC,NE,C
11	Spinach				20	1	10		15					C,SE
12	Sring Wheat				25	10		30	20					EC,SE
12	Cabbage				25			1 5				15		EC,SC,SE
14	Grain Corn					5	5				5	25		WC,SW,SC
15	Sweet Corn					5	30		5		1			C,EC,SC
16	Silage Corn					10	10			10		15		SC,NC,EC
17	Snap Beans					10		15		25				NW,NE,C,EC
18	Apples *					12.30			8			5		NW,SW,WC,EC,SE
19	Carrots					15	30		15			1		C,EC,SC,SE
20	Green Lima Beans					15		10	15			10		WC,SC
21	Cucumbers(pickle)					15	15	25			1			NE,C
22	Soybean					20	15				10	15		WC,SC,SE
23	Cherries *					25	30	25		15				EC
24	Tobacco						5	5	20		30			SW,SC
25	Cranberries *						1	5		20		1		C,WC,NC,NW
26	Rye					(of the		15		1		15		C
27	Winter Wheat					following yr)		15		10	30			SE
28	Christmas Trees				Planting and trimming till Oct						10	10		C

KEY: .....PLANTING PERIODS ////////////HARVEST PERIODS

1 Source: Wisc. Dept. of Agriculture; U.S.D.A.; U.S. Dept of Commerce: "Wisc. Crops from Planting to Harvest."
2 Crops are listed here in chronological planting dates. Sod is year-round. (From 1974, and 1979 Statistics)
* Average dates of "full bloom" are shown as planting dates for these fruit crops.

NOTE: Field crops (9.7%), Vegetables (4.6%), and Fruits and Specialities (4.3%) constitute 18.6% of Wisconsin's total cash receipts for Commodoties (1978); Livestock and Livestock Products make up the remaining 81.4%.

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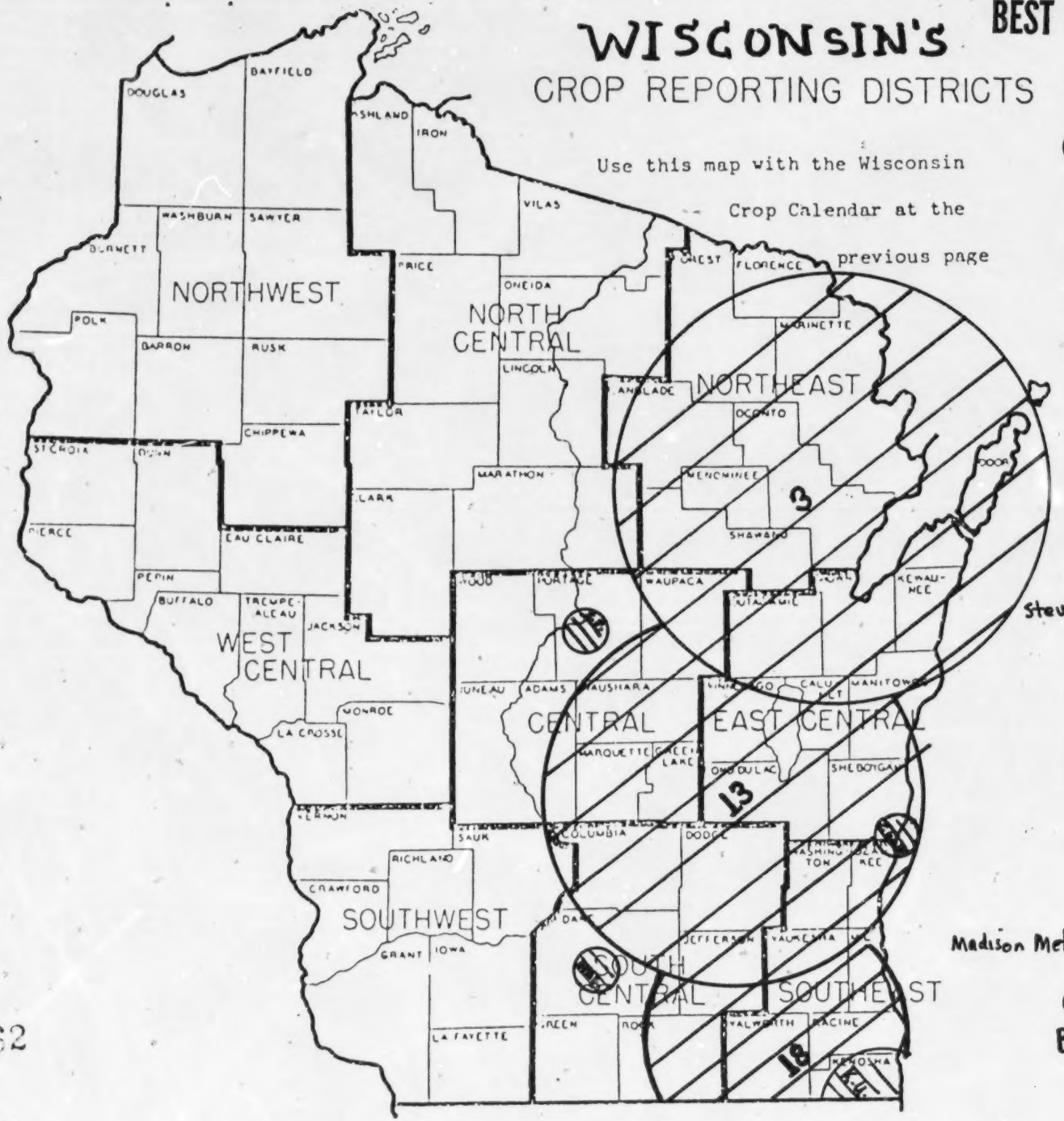
WISCONSIN'S CROP REPORTING DISTRICTS & LEA AREAS OF TI-MIGRANT POPULATIONS

Use this map with the Wisconsin Crop Calendar at the previous page



4-80 DPI

CESA #3
Gillett

Stevens Point Area Schools

CESA #13
Waupun

Cedar Grove-Belgium Schools

Madison Metro Schools

CESA #18
Burlington

Kenosha Unified

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APPENDIX G

INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISSEMS)

The ISSEMS is a periodic computer print-out from the MSRTS facilities in Little Rock, Arkansas. It provides the state with assistance in the identification and recruitment of migratory children. There are four Sections available, but only Section I will be described here for Wisconsin recruiters.

Section I reports names of children whose home base city is in Wisconsin. The reason these Wisconsin-based children appear on this report is because they have never been enrolled by Wisconsin, even though they indicate, while in another state, that this is their home base. Once these Section I children have been identified and enrolled in Wisconsin, their names will no longer appear in this section.

A recent ISSEMS I is reproduced on the following page. Minor changes or deletions have been made. Data items have been numbered to match the explanations below the report. This report can provide the recruiter with current survey sources. Contact DPI's Title I Migrant Unit for complete descriptions of all MSRTS Reports available to all LEA's.

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WISCONSIN

MIGRANT STUDENT RECORD TRANSFER SYSTEM

INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISEMS)

SECTION 1

FEB 14, 1980

ACCORDING TO DEPOSITORY RECORDS, THE FOLLOWING STUDENTS ARE HOME BASED IN WISCONSIN BUT HAVE NEVER HAD AN ENROLLMENT REPORTED BY YOUR STATE.

1) LAST NAME	2) FIRST NAME	3) I	4) SEX	B-DATE	5) S/N	MNE	6) HB CITY / 7) MOST RECENT REPORTED SCHOOL	8) LPFN (1) / 9) SCHOOL CITY	10) LPFN (2) / 11) SCHOOL STATE
[redacted]KEY	STEPHANIE	*	F	[redacted]/13/76	121[redacted]47	[redacted]Z	KENOSHA RCMA ST ANNES	[redacted]2R RUSKIN	******** FL
[redacted]ES	GILBERT	*	M	06/[redacted]/72	07[redacted]233	[redacted]F	KENOSHA KINDRED PUBLIC S	G[redacted] DAVENPORT	[redacted]E ND
[redacted]EZ	MIGUEL	*	M	03/03/[redacted]	0925[redacted]9	[redacted]B	KENOSHA ROMROCK SCHOOL	[redacted]AMO BILLINGS	[redacted]EL MT
[redacted]ERO	ROMELIA	*	F	[redacted]/13/76	11[redacted]64	[redacted]B	KENOSHA CROOKSTON ELEMEN	******* CROOKSTON	[redacted]LIA MN
[redacted]R	GARY	A	M	[redacted]07/66	1[redacted]971	[redacted]D	KENOSHA DREW CENTRAL SCH	BO[redacted] MONTICELLO	LU[redacted]E AR

EXPLANATION OF NUMBERED DATA

1. Last name of child.
2. First name of child.
3. Middle initial of child.
4. Birthdate of child
5. Child's student number and mnemonic
6. City in Wisconsin listed as child's home base. In this example, Kenosha, Wisconsin is the home base city.
7. Name of school where child was enrolled in another state. In the case of "Gary," it is the Drew Central School.
8. LPFN (1)--Legal Parents' first name, first name of child's father.
9. School City--city in which last school was located (e.g., Monticello for Gary).
10. LPFN (2)--Name of child's mother, first name.
11. School State--state which submitted and reported a home base of Wisconsin for child, in Gary's case (in Monticello) it is Arizona.

* ASTERISKS INDICATE MISSING STUDENT DATA.

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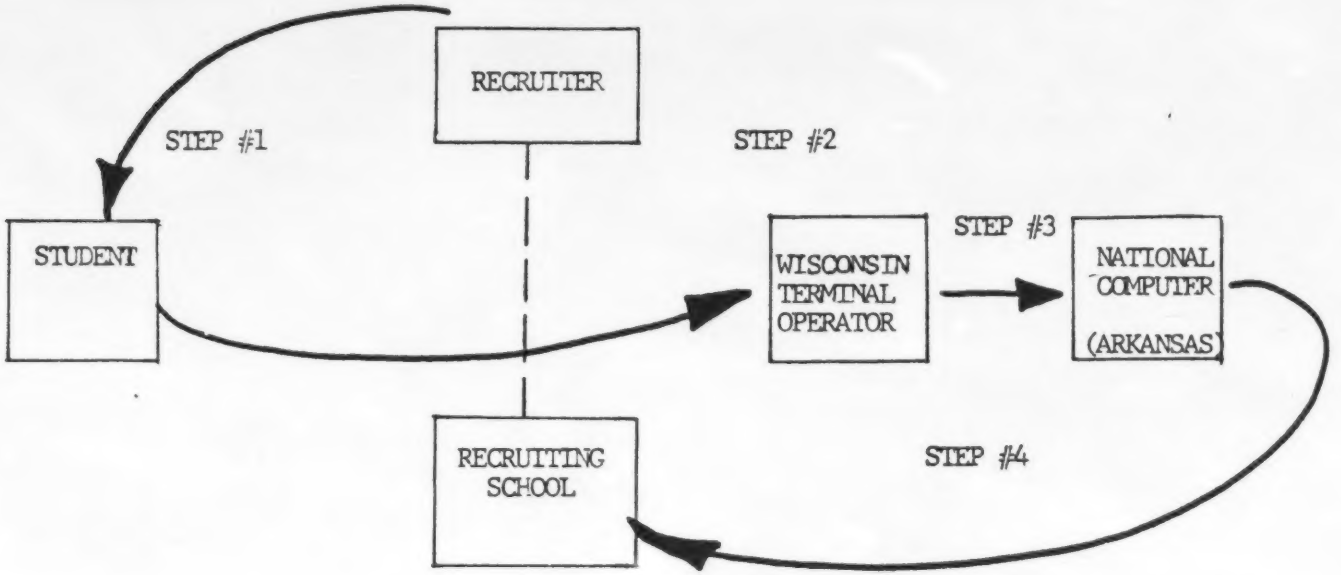
APPENDIX H-4

"HOW MSRTS TRANSFER FORMS ARE GENERATED"



STEP 1. STUDENT IS IDENTIFIED AND RECRUITED BY LIAISON PERSON, SCHOOL, OR OUTREACH WORKER.

STEP 2. STUDENT'S ENROLLMENT INFORMATION IS MAILED TO TERMINAL OPERATOR AT DPI, MADISON.

STEP 3. TERMINAL OPERATOR STATE-ENROLLS MIGRANT CHILD VIA CIRCUIT TO NATIONAL COMPUTER.

STEP 4. COMPUTER PRINTS TRANSFER FORMS AND MAILS THESE DIRECTLY TO RECRUITING SCHOOL.

APPENDIX I

6/27/80